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ABSTRACT

This manual provides guidelines for setting up employment skills training activities for the chronically unemployed, focusing on the establishment of a system to provide credentials for training. Following introductory material on the types and characteristics of credentials and the steps in establishing linkages with appropriate organizations and agencies, the manual provides detailed information on training opportunities, accreditation procedures, and potential linkages for each of six educational sectors: community colleges, secondary schools, area vocational centers, adult education, proprietary schools, and community-based organizations. Each section contains: (1) an outline showing kinds of training opportunities available, credentials offered, and key contact persons/positions; (2) an explanation of each type of credential, why credit should be given, how credit is earned, and potential problems facing the program operator and suggested solutions; (3) an overview of training accreditation in programs such as career training, work experience, regular classroom training, work readiness, basic skills, alternative education programs, skill upgrading, English-as-a-Second-Language programs, and specific career training; and (4) recommendations for accrediting alternatives. Charts and graphs are included to explain the accreditation processes. (DAB)

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Operator's Manual

A Guide for Securing Credentials for Training Through Illinois Educational Institutions

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OPERATOR'S MANUAL

A Guide For Securing Credentials
For Training Through
Illinois Educational Institutions

To the Reader:

This manual is designed to be a step by step guide that you can use when you are setting up employment skills training activities for people who are chronically unemployed. The focus of this manual is on establishing a system for offering credentials in these programs. The manual is written for staff members of employment skills training activities, educational institutions, proprietary schools, and community based organizations.

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Dean of Open Campus
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INTRODUCTION

What Is Accrediting And Why Have It?

Accrediting is the recording of completed training or education. It is important to the employment skills training activities program because it quite frequently affects employability of participants. In addition, it may have an important effect upon the self concept of the participant. In instances where accrediting leads to licensing, it may mean the difference between a participant being eligible for a job or not, and may mark the difference between advancement or remaining in an entry level position.

What Kinds Of Credentials Exist?

Academic credit - credit offered for courses that apply toward a degree or diploma. These courses are governed by standards concerning level of content, hours in the classroom (or lab), and credentials of instructor.

Career credit - credit offered for courses that pertain directly to a career or vocation. This credit usually does not apply to a degree or diploma.

Nontransferable credit - credit offered for courses or work which does not lead to a degree or diploma and will not transfer to any other program or institution. This is a general term that is used to describe all nonacademic credit.

Continuing Education Units (CEU's) - credit given for course work done by someone who has already received a degree or diploma, or who already has credentials for a career or vocational area. This credit quite often is offered for courses that update skills and provide study in new and innovative areas of a field.

Certificate - a document certifying a person has successfully completed a prescribed course or program of study.

Competency Based Certificate - certification of skills achieved by a person - it may be for a partial program or a complete program (e.g., a secretarial certificate might indicate typing at 100 words per minute, shorthand at 120 words per minute.)

License - state or federally controlled testing to certify competency in certain skills and knowledge before a person is allowed to seek employment for certain jobs. Some licensing examinations can only be taken after a required number of hours of classwork and field experience are completed.

Diploma - an official document offered upon completion of an entire program of study, usually comprised of different courses and/or field experiences.

Degree - the awarding of a diploma by a college or university to a person who has satisfactorily completed a prescribed program of study.

General Educational Development (G.E.D.) - a certificate that is considered the equivalent of a high school diploma offered to adults who did not finish high school.

Who Gives Credentials?

Generally speaking, academic credit and nonacademic credit are awarded by schools, colleges, and universities. Certificates of completion can be awarded by any educational or training group or institution. Diplomas and degrees are awarded by schools, universities, and colleges; and licenses are awarded by state agencies.

What Makes A Credential "Good"?

Essentially, what makes a credential worth having is that the people and institutions who view it believe that it means something. It may signify that the person has mastered a set of skills or understands a certain body of knowledge. To some people it may mean that the person who has received credit, a certificate, or license is serious about the subject or vocation that the class represents. To others, receiving a credential is an indication that a person can stay with a project until completion and has established good patterns of attendance and punctuality. In addition, credit or some other form of credential is viewed by some as a mark of prestige -- it makes

the class more important than one that is taken for no credit. Finally, credit is seen as a guarantee that certain standards of learning are being upheld by the institution or group offering the training or class. But the major point is that the credential means something valuable to the holder and the beholder. For this reason, credit, degrees, and diplomas offered by accredited institutions are considered more valuable than credit offered by nonaccredited institutions. Licenses controlled by the state government are also valued. In these cases, standards for achieving the credit, diploma or license have been established, and anyone holding these credentials will be assumed to have certain skills, competencies, or knowledge. Certificates or credits offered by nonaccredited agencies may be less valuable because those viewing them may not know what they signify.

What Conclusions Should We Draw?

Any credential that is established for a training program should clearly reflect what is in that program. It is desirable that standards of achievement and content be established and that they be clear to anyone who views the credential, whether that is the participant who receives the credential, a potential employer, or another educational institution.

In addition, organizations which are accredited by some regulatory agency may be reluctant to offer credit for nontraditional training. In order to receive credit, the training may have to comply with standards, rules, and

regulations set up by the educational institution or the regulatory agency governing that institution.

Two Important Things To Remember About Credentials

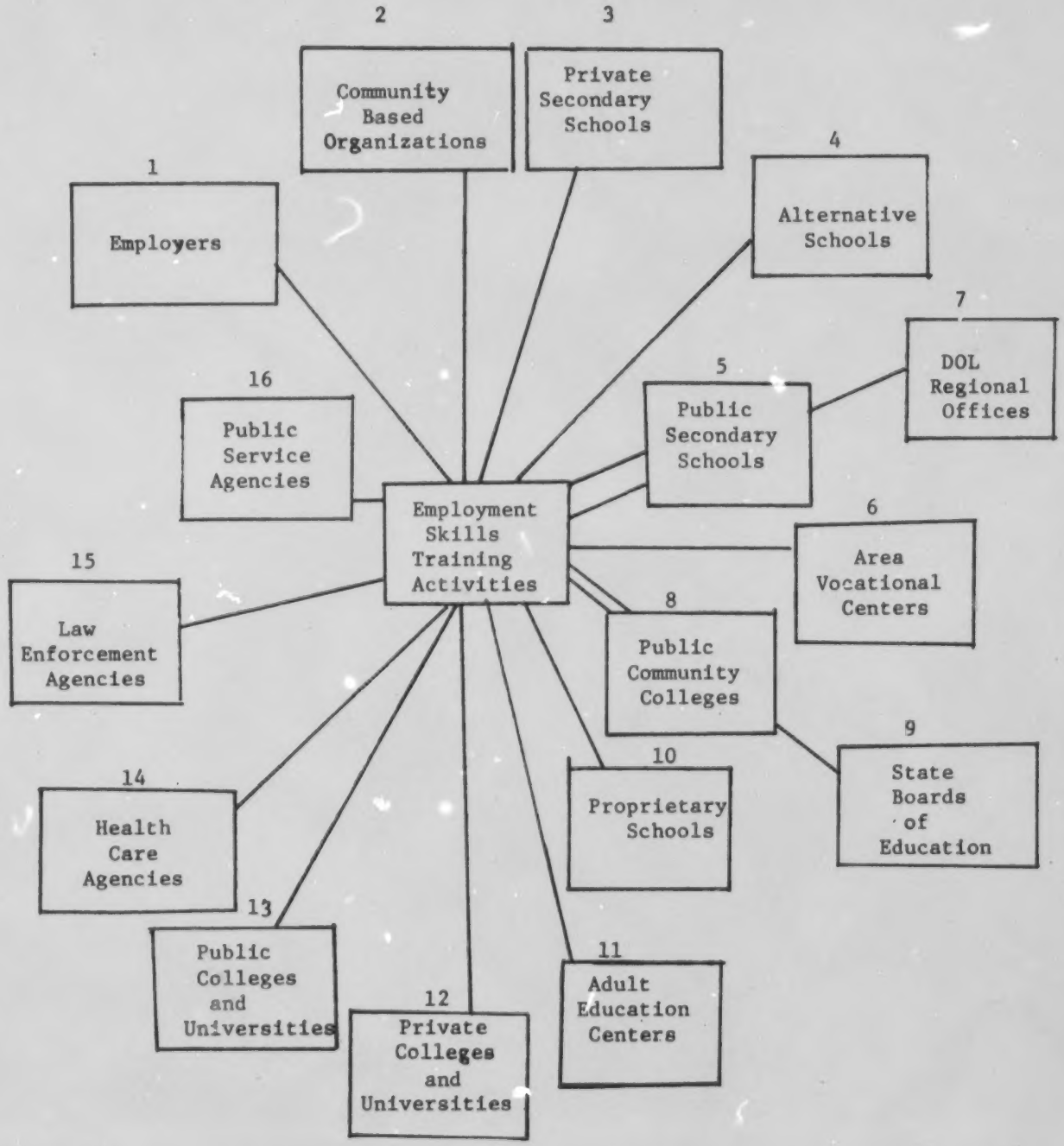
I. The credential needs to be officially recorded so that it can be verified by employers and other educational institutions. For this reason, any credit (academic or nonacademic) that is recorded on a transcript or a diploma or license is preferable to any kind of certificate. If it is possible to have a certificate recorded on a transcript, it is desirable to do so. And finally, any certificate awarded should be recorded in the office or agency awarding the certificate. Clients may misplace or lose certificates and in the future may not have any way to verify their training unless the agency issuing the certificate maintains a record.

II. Any credential is better than none. All methods of awarding or granting credentials confer importance upon the training. They make it more official. And all accrediting methods confer recognition upon clients. They say, "you have achieved, you are qualified for something." As a result, they affect the client's self concept in a positive way.

FIRST STEPS

Establish linkages: Long before training or accreditation becomes an issue, relationships with the appropriate organizations and agencies in the area should be established. If the linkage between employment skills training activities and the other institutions already exists, then establishing training and working out appropriate credentials will be easier.

In the community there are many agencies with which the employment skills training activities program will want to work. The chart on the next page illustrates some of these. The employment skills training activities program may function at the center of this picture, operating as a broker or a conduit linking the client with their own services and those of other community agencies. By doing this, the employment skills training activities program enhances the level of service that it and any other agency can provide. In order to do this, good linkages among community agencies and a spirit of cooperation must be established.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1. Employers - linkages should be built with those employers who will be hiring participants and who will be conducting their own training programs.

2. Community Based Organizations - linkages should be built with organizations like the Urban League, Service Employment Redevelopment, Illinois Migrant Council, and Opportunities Industrialization Centers, who are often ideally situated to offer basic education, G.E.D., and English-As-A-Second-Language programs.

3. Private Secondary Schools - linkages should be built with private secondary schools particularly if they offer training appropriate to the needs of program participants.

4. Alternative Schools - in some areas, alternative schools which meet the needs of students who have not succeeded within the traditional public schools, operate as separate educational agencies. Direct linkages with their staffs should be established.

5. Public Secondary Schools - linkages should be established with administrators, counselors, and teachers in public secondary schools.

6. Area Vocational Centers - have connections with both secondary schools and community colleges, but specific linkages also should be established between their staff and the employment skills training activities staff.

7. Department of Labor Regional Office - has many ways of being helpful to the employment skills training activities program, but in particular the staff of the Regional Apprenticeship Bureau should be acquainted with employment skills training activities staff.

8. Public Community Colleges - linkages should be established with administrators, counselors, and teachers in community colleges.

9. State Boards of Education - in Illinois linkages should be established with the State Board of Education which has jurisdiction over elementary, secondary, and adult basic education; the Board of Higher Education which coordinates higher education in Illinois; and the Illinois Community College Board which has jurisdiction over community colleges. They are all located in Springfield, Illinois, with offices in Chicago and other cities in Illinois. In addition, linkage should be established with the educational service region office (county school superintendent) which has a regional relationship with elementary and secondary schools and adult basic education programs.

10. Proprietary Schools - linkages should be built with proprietary schools such as barber and cosmetology schools, secretarial schools, truck driving schools, and other such specialized training agencies.

11. Adult Education Centers - linkages should be established with adult education centers which may be sponsored by public schools, community colleges, or the educational service region office.

12. Private Colleges and Universities - particularly those that specialize in vocational programs such as restaurant management and computer programming, will be important for linkages.

13. Public Colleges and Universities - provide a good spot for linkage both for future training programs and for other types of assistance.

14. Health Care Agencies - hospitals and clinics may offer training programs for nurse's aides, technicians, paramedics, registered nurses, etc. Establishing good linkages will facilitate future programming.

15. Law Enforcement Agencies - linkages should be established with the police and the staff of the court system.

16. Public Service Agencies - linkages should be established with agencies such as the Department of Children and Family Services and the Department of Vocational Rehabilitation.

How Do Linkages Get Established?

The following checklist may help you to establish linkages with appropriate agencies that will later pay off with good training programs that are properly accredited.

_____ Invite someone from the agency to serve on an employment skills training activities advisory committee.

_____ Invite someone from the agency to come to your office to talk about common concerns of both agencies.

_____ Invite someone from the agency to have lunch.

_____ Check with staff members to see who has worked for agencies with which you would like to have linkages.

_____ Check with staff to see who has friends or neighbors working for agencies with which you would like to have linkages.

_____ Be available to serve on advisory committees for these agencies.

_____ Become familiar with the operation of the agency with which you would like to have linkages.

_____ Set up a meeting with several agencies to conduct a mutual needs assessment.

What Barriers or Problems Could Prevent Good Linkages?

We're all too busy.

We don't see ourselves as having anything in common.

We're afraid of competing with one another.

The rules and regulations will get in the way.

- Look for similarities.

- Look for places where successful programs have been run between the employment skills training activities program and each type of agency or organization.

- Recognize problems and be sensitive to them. Take into account differences in the structure of the agency's fiscal year, rules and regulations, etc. Work on clear, frequent communication. Deal with misunderstandings when they arise.

- Attempt to understand and respect the difference in approaches to and goals of learning.

- Don't stop if the first attempt to establish a linkage fails. Work with someone else in the organization.

Why Should We Establish Linkages?

First, it is much easier to work out a training program or accrediting mechanism once the contacts and relationships have been established. It is much easier to pick up the phone and suggest mutual problem solving with someone you already know, and who knows you understand and respect his/her organization.

Second, a linkage already in place may lead to program opportunities that wouldn't exist if the opportunity to exchange ideas and information were not there. Many a program that might not have occurred to either agency on its own can be developed over a friendly lunch. Common interests and common problems will

be discussed even before programming possibilities become obvious. Sharing of information about available funding sources may lead to the generation of ideas about training possibilities.

Third, people are more disposed to cooperate with those they know and respect. Resolving the problems in the accrediting of training requires the willing cooperation of one or several agencies within the constraints of the employment skills training activities community.

The following grid, developed by New Educational Directions, helps to establish the appropriate linkage status for your program and any agency or institution with which you would like to have a linkage.

Steps To Good Linkages

Intact - exists at this time

Partially intact - we're working on it

Partially intact, but needs more work

Does not exist in our group; we need to develop it

ELEMENTS				
1. Develop an Atmosphere of Understanding and Support				
2. Demonstrate Courtesy when Initiating and Maintaining Linkages				
3. Develop Mutual Trust and Respect				
4. Strive for Consistency				
5. Understanding each other's Philosophy and Recognize Compatibilities				
6. Clearly Define Roles and Expectations				
7. Jointly Determine Linkage Goals				
8. Linkage Partners Contribute Strengths				
9. Incentives Contributed by all the Groups				
10. Actively Cooperate and Coordinate				
11. Committed staff at all Levels				
12. Develop Clear, Precise Written Agreements				
13. Continually Evaluate				
14. Communicate Continually, Openly, and Effectively				
15. An Outside Agent that is Perceived as Neutral is used				

Killhaun, Kimberley, Get Results: Don't Wait for the Earthquake, P. I-25. Published by Project Link, New Educational Directions, Inc., 814 E. Market St., Crawfordsville, Indiana, 47933, 1981.

Once Good Linkages Have Been Established

It Is Time To Go On To

NEXT STEPS

1. Determine what kinds of training need to be offered for the participant population in your area. Use intake data and interviews with participants to determine their existent skills, aptitudes, and interests. Consider labor market information to determine what jobs are available in your area and what skills are in demand. By putting all this information together, you can determine precisely the appropriate training programs to establish. You will probably want to consider the following possibilities:

   Career training programs - specific training that allows a person to become proficient in the knowledge and skills needed for a specific career, such as secretary, computer programmer, or restaurant manager.

   Work experience - on-the-job training in the skills and knowledge needed for a specific job.

   Classroom readiness training - training that establishes appropriate work attitudes and behaviors.

   G.E.D. and basic skills training - training programs for those who do not have a high school diploma and those whose basic skills in math and reading are so low that

they can participate in neither G.E.D. nor vocational training programs.

2. Determine which institutions can best offer the training needed. Once you have established effective linkages with the following institutions, it will be easy to determine which of them is best suited to conduct a specific training program for you. You may want to call them together for a planning session, or you may feel the need to check with more than one before actually planning a program. In many cases the employment skills training activities program sends out a Request For Proposal to several local agencies and lets them design appropriate programs once training needs are established. Some of the institutions you may consider are:

Community Colleges - community colleges are two year post secondary institutions. Community colleges offer an academic program leading to associate degree programs, career and vocational programs, and continuing and adult education programs.

Secondary Schools - area high schools.

Area Vocational Centers - are secondary schools designed to provide juniors and seniors of its participating school districts an opportunity to receive technical training in one of a wide range of career areas. The facilities may also be utilized, under mutual agreement, by area community colleges for training of adult learners.

Other Post-Secondary Schools - this includes public colleges and universities, private colleges and universities, and adult education centers.

Proprietary Schools - private schools for specialized training to pursue a specific career, such as barber and cosmetology schools, secretarial schools, computer training schools, and truck driving schools.

Community Based Organizations - organizations that serve a variety of community needs. They have the advantage of already understanding the special needs of the group they serve.

3. Determine which method of awarding or granting credentials best fits the needed training. This will undoubtedly be done in consultation with the agency or institution offering the training. In the remainder of the manual, specific suggestions for which credentials to use with each institution and training type will be given.

4. Start planning with the appropriate educational agency. Planning may be done by the two staffs working together or by having the educational agency respond to an employment skills training activities Request For Proposal.

5. Establish standards for personnel, content, and duration of the training.

6. Check with the appropriate regulatory agency to make certain the training meets any standards or regulations it may have.

The remainder of this manual is devoted to a detailed explanation of how these six steps can be implemented.

COMMUNITY COLLEGES

may provide:	career training programs
	work experience
	regular classroom training
	work readiness
	basic skills
	G.E.D. training
may offer these credentials:	academic credit
	general studies credit
	continuing education units
	certificates of attendance
	certificates of completion
	competency based certificates
	degrees (A.A.,A.S., and A.A.S.)
persons to contact:	administrator of community services
	administrator for adult and/or continuing education
	administrator for career programs

For more detailed information, read the following pages.

COMMUNITY COLLEGES

I. Introduction

The public two year community college offers the program operator a diverse range of course/program alternatives which result in verifiable student credentials. In Illinois, there are 39 public community college districts, and each of these districts has received approval to offer degrees and certificates from the Illinois Community College Board and the Illinois Board of Higher Education. These colleges are also approved by the North Central Association of Colleges and Schools, a regional accreditation association.

A. What Credentials Exist?

The public community college offers a variety of credentials in distinct program areas of concentration:

- Associate in Arts or Associate in Sciences (approximately 60 semester hours). This is a transfer degree to a four year college or university.

- Associate of Applied Sciences (approximately 60 semester hours). This is a vocational degree for employment.

- Liberal Studies Degree (approximately 60 semester hours). This degree combines transfer and vocational

courses and transfers to some four year colleges or universities.

- Vocational Certificate (3 to 59 credits). This is for an immediate employment objective.

- General Studies Certificates (15 to 30 credits). These certificates generally constitute short term training programs that are not a part of career or transfer programs.

B. Why Give Credit?

The community college offers courses and programs for which college credit is granted. College credit represents official recognition that the student has completed prescribed learning tasks in a specified time frame. Credit is typically given in allotments of one to four credit units (hours), but may be given in allotments of six or more in special situations. The accumulation of credit units by the student ultimately results in attainment of a certificate or degree. Most community colleges offer a variety of ways in which the student can obtain college credit or other recognition that is permanently documented on a college transcript.

C. How Is Credit Earned?

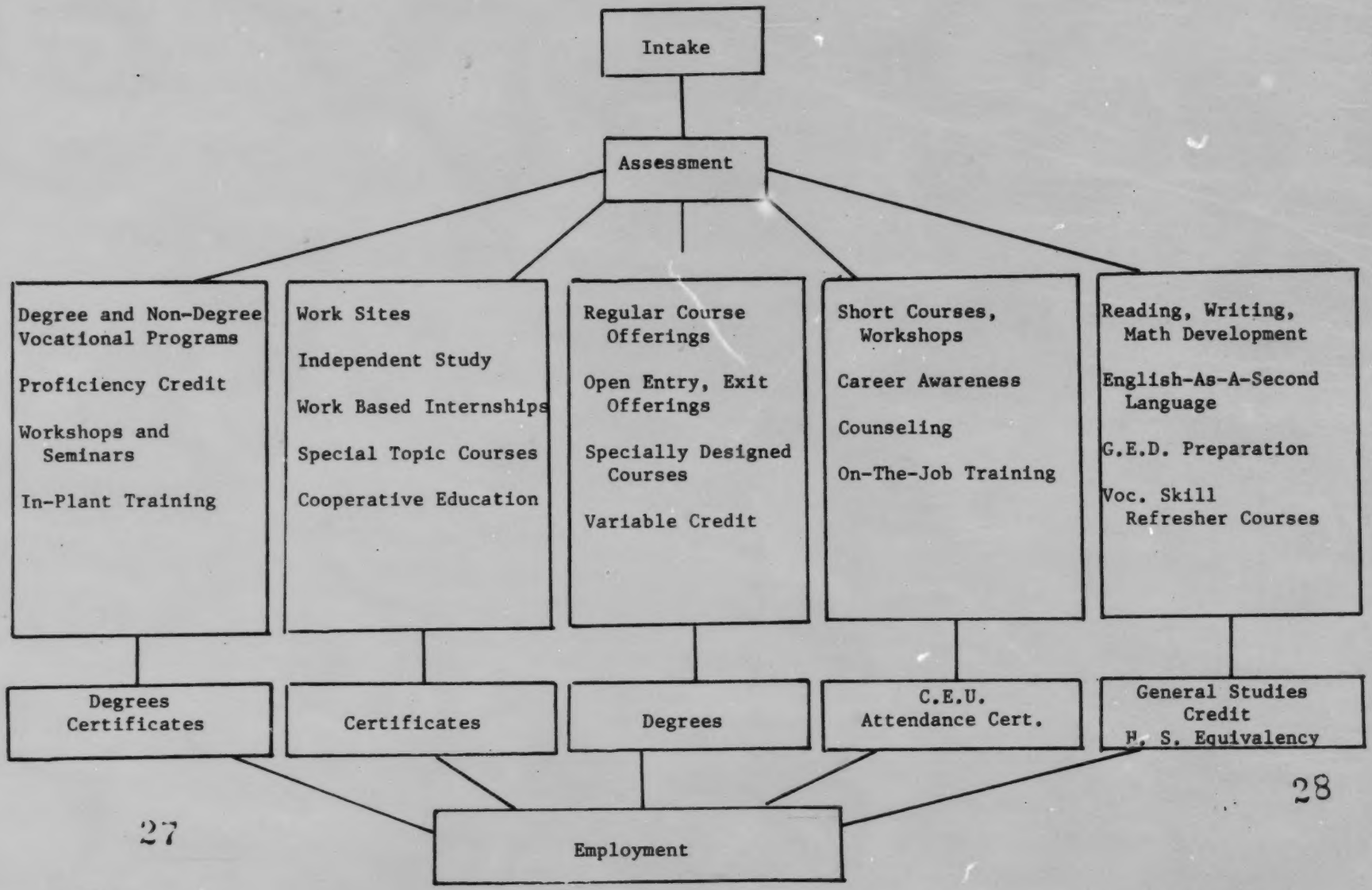
Following are ten ways participants can earn credit (or recognition) at most community colleges.

1. Credit for standard class or laboratory study
2. Credit for life experience

3. Local college proficiency credit
4. College Level Examination Program
5. Credit for Military Service
6. National Proficiency Examination Program
7. Certificates of Attendance
8. Continuing Education Units
9. General Studies Credit
10. Others - Each college has the authority to grant credits in other ways depending on local Board policies.

The following flowchart displays the various community college credit options for the five training areas pertinent to a program operator's client needs.

PARTICIPATION FLOW
IN
COMMUNITY COLLEGES



D. Potential Problems and Suggested Solutions

A number of problems exist for the program operator in relating to the local community college.

1. Ninety-five percent of the State of Illinois has been included in community college districts. If the program operator is in an area which has not been included in a college district, the operator will have to contact the nearest community college district for assistance. Special financing and eligibility arrangements will need to be worked out.

2. The college program which the program operator wishes to use may not be offered in the community college district in which the operator is located. The operator, with local college officials, will have to work out a "charge-back" financial arrangement, or the operator will need to pay an additional charge to the receiving institution.

3. Some community colleges do not have well developed special programming capability. Flexible scheduling alternatives, course packaging and off-campus learning locations may be difficult to develop for the program operator in some districts.

4. Many of the community college educational programs have stated or unstated entrance requirements. Participants may need to achieve levels of proficiency

in reading, writing, and math (computations) prior to entry.

5. Contracting with the college's full-time faculty for special classroom instruction may require compensation for extra development and preparation time if requested training is not already approved by the college.

II. How To Accredit Training

A. Career Training Programs

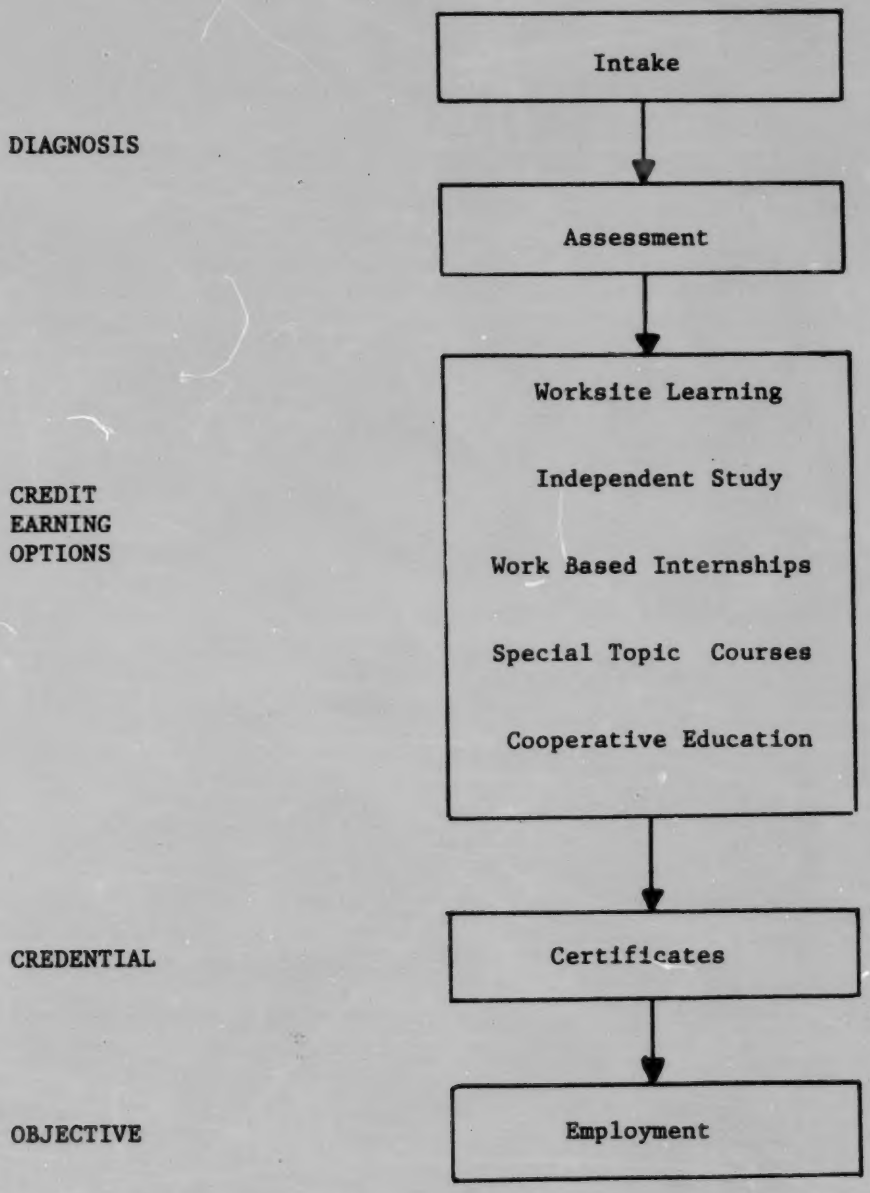
1. Description

Public community colleges offer a wide range of career oriented training programs. Programs such as auto mechanics, electronics technology, data processing, nurse's aide training, secretarial and clerical skills, and mental health technician are among the many programs which the local program operator can investigate. These programs may be from 4 to 60 credit hours in length and may require from one semester to two years for most students to complete.

Another area of the community college which offers career training is the community service division. This career training is accredited by either general studies credit, non-credit attendance certificates, or continuing education units. Community services staff either provide short term intensive training at the employer's location or these experiences are offered on-campus. Much of this training is done through workshops and seminars. This type of career training provides specifically focused topical training (such as "New Ways To Utilize Mini Computers") or specially tailored in-plant technical skill training (such as "Statistical Applications for Hoffer Plastics Industries"). Career training experiences in community services result in learning experiences which are permanently recorded in a transcript, but these learning experiences do not accumulate to become an associate degree. The flowchart displays the various credit earning options which exist in career training in a community college.

CAREER TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

Local community colleges have two administrators which the program operator must identify. They are the administrator of vocational programs and the community services administrator. These administrators typically have the title of dean or director of their respective programs.

The following "how to" suggestions are offered to the program operator who wishes to create career training experiences.

- Identify the two key contact persons who supervise this training: the administrator of vocational/occupational programs and the administrator of community service programs. (This should have been accomplished in the establishing of good linkages. See the introductory section of this manual.)

- Determine if your agency requires training which can ultimately result in a degree or certificate or whether you want short-term specific training accredited by certificates of attendance or continuing education units.

- Review the college's recent catalog or course schedule which lists current career training classes.

- Determine if career training is being offered in an off-campus location near you.

- Review your clients' prior learning experiences and determine if they can either obtain credit for their life experiences (through C.L.E.P. or N.P.E.P.) or through local college proficiency examinations.

- Volunteer for one of the college's career advisory committees.

- Determine if the training can best be done on your location or if it requires special college facilities.

- Provide specific feedback to the appropriate college administrator on the quality of the training once it has been completed.

- Visit some college career training classes while in session.

B. Work Experience

1. Description

The community college offers two viable work experience alternatives for the program operator's clients. First, the local two year college has a number of worksites available within its organization where clients can gain valuable work experience under positive supervision. In some cases, this work experience can be translated into college credit.

The second form of work experience program is nontraditional learning. This alternative includes such activities as independent study, special courses with a specified work related focus (called "special topics"), work experience based internships and cooperative education. Each of these will be discussed in detail.

Independent study is a way to obtain college credit for clients who are not able to attend class on a regular basis. Typically, a student signs up for independent study with a specific project idea (for example, to write a "Computer Program Which Interfaces An I.S.A.M. File With A Statistical Package") in mind. The student outlines the project idea, gains approval from the instructor, and then conducts or completes the work. After evidence of completion is presented to the instructor, college credit is awarded.

"Special topic" classes are very small classes (sometimes a single student) which are created by faculty and staff in response to community interest. These learning experiences are organized around the student and are flexibly taught and aimed at the student's needs.

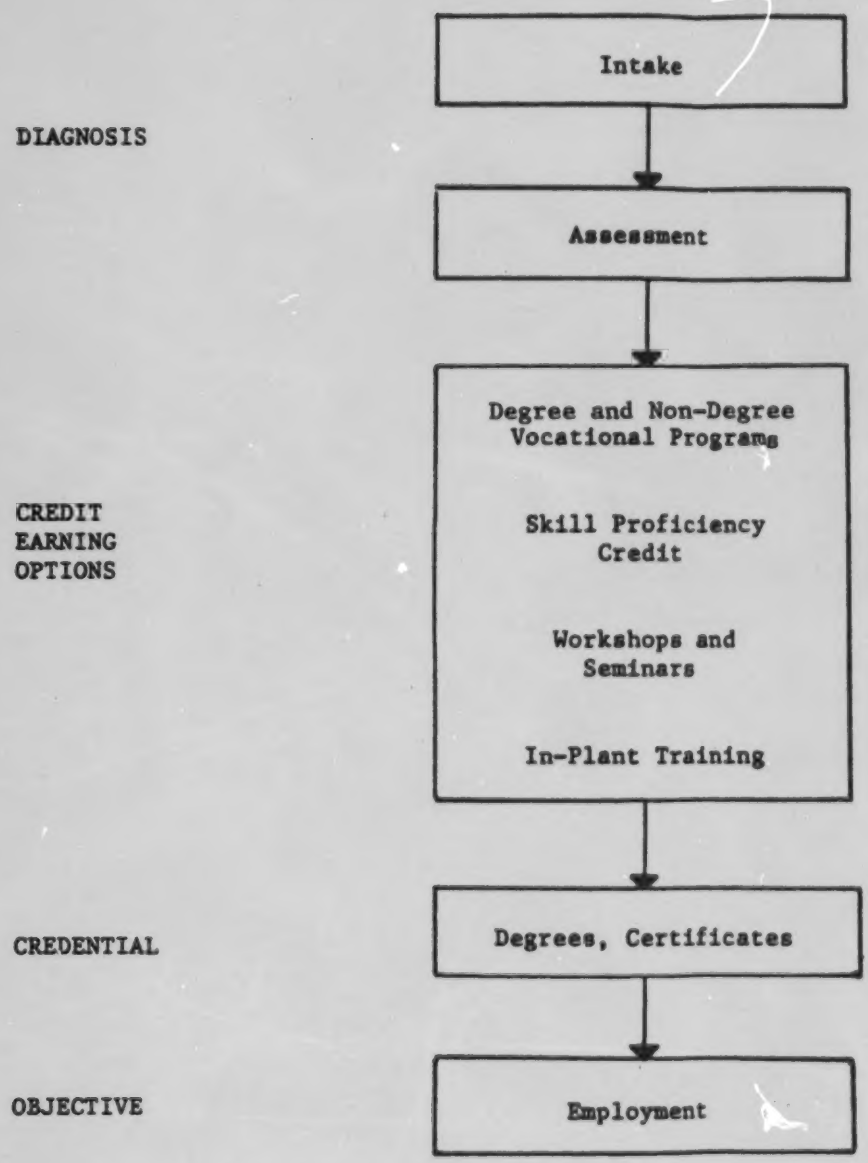
Vocational internships are work based educational experiences which have been arranged by the administrator for vocational education and local employers. Generally, this internship experience takes place where the student is employed. The student gains college credit by demonstrating skill proficiency to the satisfaction of the employer and the college vocational instructor.

Cooperative education is a special program found on many community college campuses. The co-op staff places students in jobs which are related to the students' area of study. For example, a local company may be willing to train part-time bookkeepers and the local community college has a training program in bookkeeping. Students in bookkeeping would be candidates for the training openings. College credit is given for the work experience.

The following flowchart displays the various learning alternatives for work experience training.

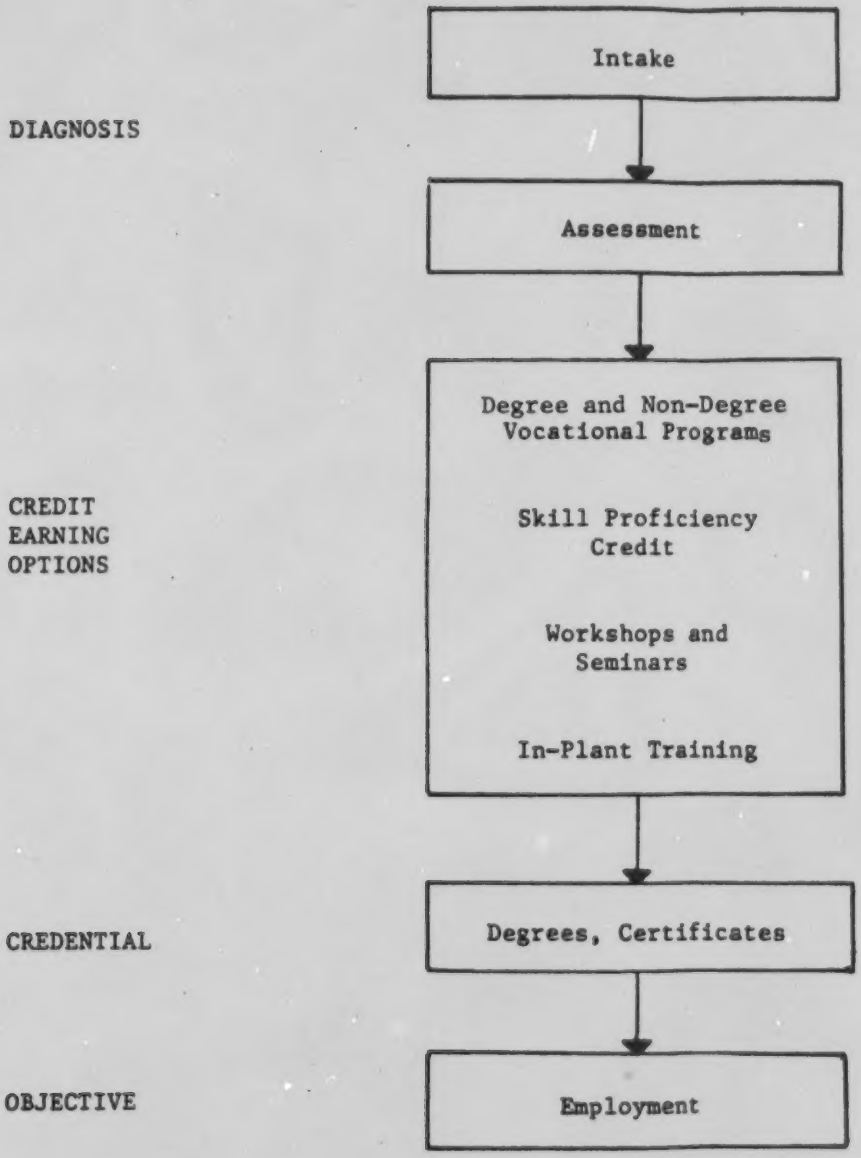
WORK EXPERIENCE TRAINING

PARTICIPANT FLOW



WORK EXPERIENCE TRAINING

PARTICIPANT FLOW



staff in identifying local employers who will provide part-time, educationally relevant jobs.

- Work with the college's director of financial aid to use the college's work study program to place clients in work sites which offer independent study credit possibilities.

C. Classroom Training

1. Description

This is any training, vocational or academic, individual referral or class-size, conducted in a community college setting which provides participants with technical skills and information. Specifically, community college staff will offer special class-size training to program operators in most vocational program areas in which it offers instruction. If the program operator requires program content and skill training which is significantly different from the college's approved curriculum, then the special program cannot be offered for degree oriented credit which accumulates toward a degree. Other credential options would be either general studies or continuing education units.

The program operators should also find out which community college programs are offered under the concept open entry, open exit. This concept is a flexible teaching method oriented around what the student should learn. The student can enroll at any time and exit when the learning objectives have been completed. For example, some community college secretarial programs have been developed around an open entry, open exit approach.

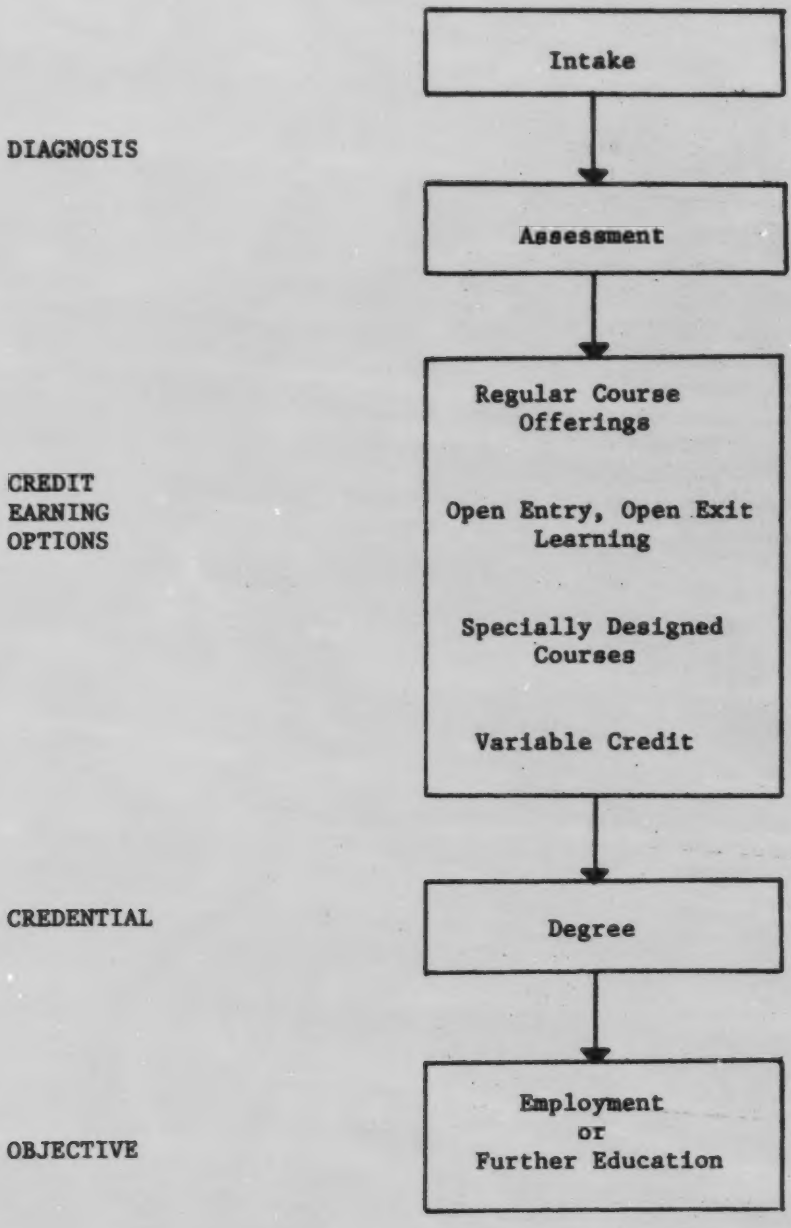
In addition to offering special class-size training or open entry, open exit study, the program operator can also enroll participants into regular classes.

Most colleges offer a full range of liberal arts and sciences and vocational courses either twice a year on 14 or 16 week cycles in the fall and in the spring, or three times each year on the twelve week quarter system. Participants enrolling in these regularly scheduled community college classes must meet the course entrance requirements. The number of class hours for these activities is traditionally 16 clock hours for nontechnical courses per one college credit and 20 clock hours for vocational courses per one college credit. Many college courses are offered on a two, three, or four college credit basis.

The following flowchart displays these learning options in a classroom training setting.

CLASSROOM TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

The program operator should contact the administrator for vocational education for specialized training programs. The courses where open entry, open exit teaching methods exist can be determined by contacting the administrator of instructional programs. The counseling or admissions office will be the most helpful in communicating information on regular class offerings.

The following "how to" suggestions are offered to the program operator who wishes to establish accredited classroom training experiences.

- Contact community college research staff and vocational education staff to identify local manpower employment needs around which special classroom training could be designed. Or, request training for the skills needed for occupations you have identified.

- Obtain copies of the college's catalog of courses and requirements.

- Put your agency on community college's biannual class schedule mailing list. (The office of public information at the college will usually have these documents.)

- Negotiate with college administration to allow college credit for specially designed classes.

- Establish a community college employment training tutor

to help participants enrolled in the regular classes.

. Communicate to the college the benefits of serving your clients. These benefits include increased headcount and credit hours, financial assistance through indirect costs, and increased numbers of students started toward degree completion.

D. Work Readiness Training

1. Description

The community college can serve as a vital community resource to the program operator in the work readiness training area. Specifically, the program operator should work with the administrator of the community services office to establish appropriate non-credit experiences in the areas of punctuality, respect for authority, cleanliness and resume writing. The college can offer continuing education units or attendance certificates which will provide future evidence that this training was completed. This training will be offered in short, concentrated time spans and will result in the development of positive attitudes and habits which will help to insure the participant's success on the job.

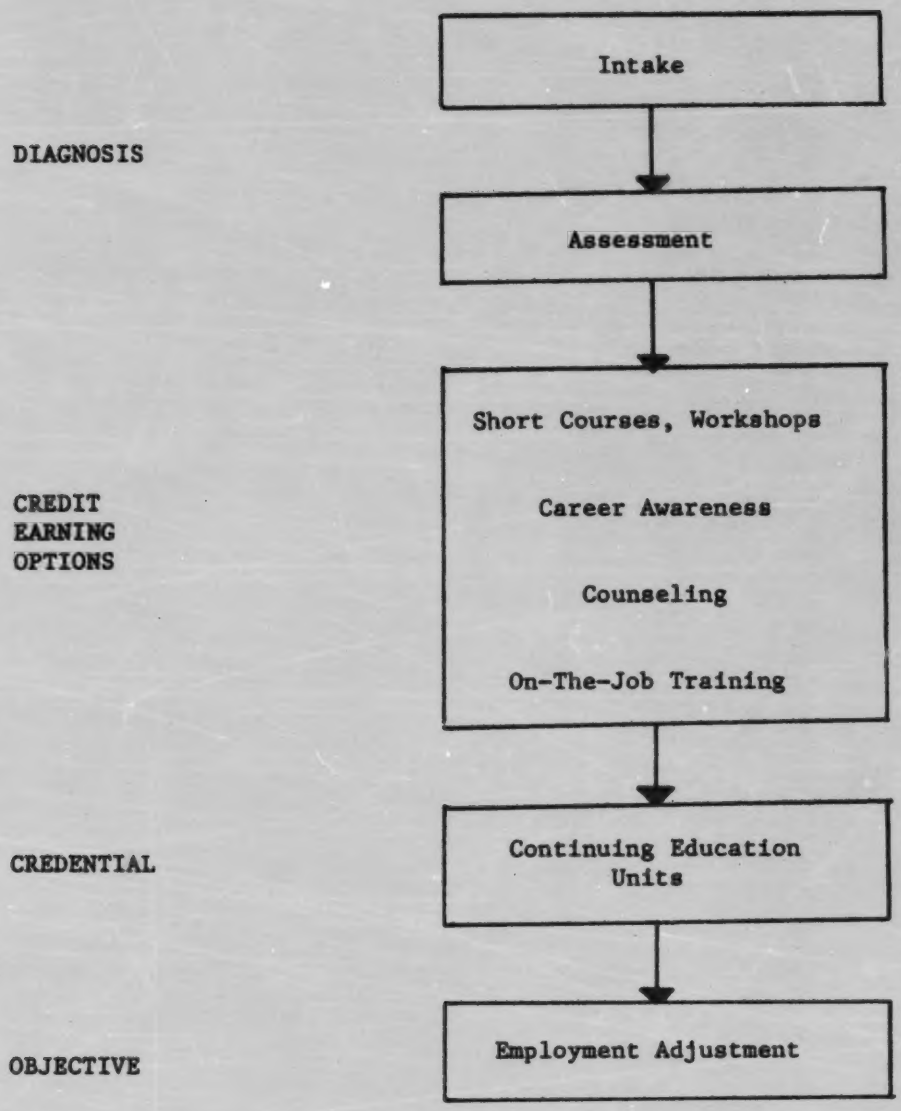
Another area in which the community college can provide resources is career awareness. The counseling departments and community services offices of community colleges have access to a number of trained professionals with masters degrees in counseling and guidance. Career awareness training is one of the community college's special missions and strengths. Many

community colleges have acquired an automated career information system which is extremely powerful in helping participants sort through their strengths, weaknesses, abilities, and interests, and identify the educational options which are available to them.

Work readiness training flow is displayed on the following chart.

WORK READINESS TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

The program operator's best community college contacts for work readiness activities are the director of community services, the director of counseling, and the placement director. Staff from these departments should be involved in designing work readiness programs. The following "how to" suggesions are offered to the program operator who wishes to obtain work readiness training experiences.

- Establish effective communication with the community college community services administrator. (See introduction on establishing effective linkages).

- Negotiate a contract which helps offset some of the community services costs.

- Use the Literature Review from Project REA, or conduct an E.R.I.C. (Educational Resources Information Clearinghouse) computer search of literature in the work readiness area. (The area library or the college will most likely have access to this system).

- Involve the work readiness instructor, the vocational instructor and the community services administrator in curriculum development.

- Follow-up the client after job placement to assess the effectiveness of work readiness training.

. Provide feedback to the appropriate community college staff on the results of the follow-up.

E. G.E.D., Basic Skills and Remedial Training

1. Description

Community colleges offer developmental basic skills and remedial instruction. These activities are aimed at the client who has not completed his/her high school education or who has entered program areas where he/she has a skill deficiency which necessitates remedial help. Programs are offered in which reading, writing, mathematics and social studies skills can be developed to the level where the student is ready for a high school completion program. This "readiness" can be tested by the community college's developmental staff.

The community college next offers such students a General Educational Development (G.E.D.) class which prepares them for the seven parts of the G.E.D. examination. The G.E.D. examination may be given in French, Spanish or English. Many community colleges offer tutorial and laboratory assistance to help clients in basic skills and G.E.D. studies.

Another program area of special emphasis is the English-As-A-Second-Language program. This is a special language program for immigrants who need to develop English language proficiency.

All of the precollege programs are necessary for the client who lacks the necessary skills to succeed in career training or in classroom training activities.

Many clients may come to the program operator with a skill which is outdated or simply needs to be "brushed up." Community colleges offer remedial classes (in the curricular area of

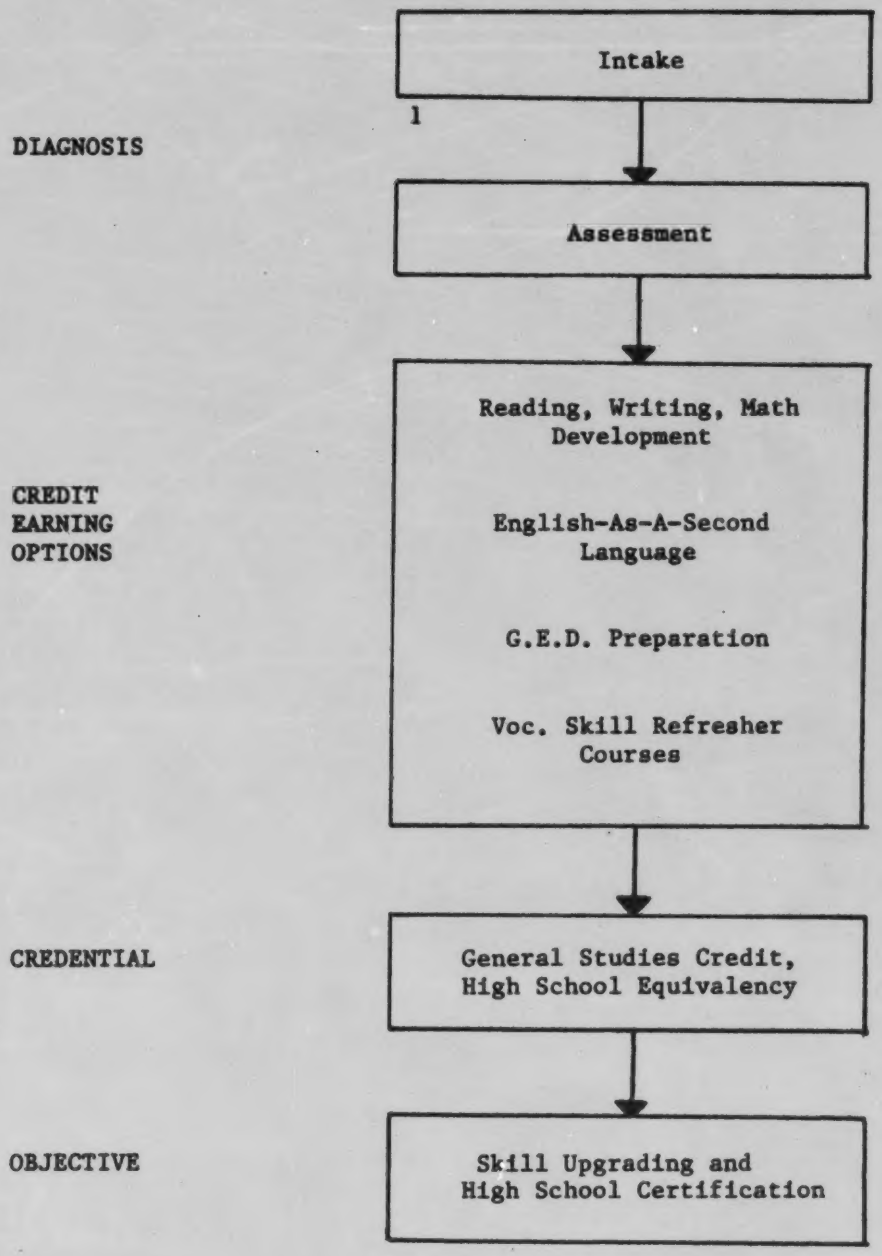
general studies) to meet this need. Classes such as nursing, typing or shorthand refresher are among the many re-training classes which the community college can offer.

The courses which have been described as basic skills, G.E.D., and remedial training, all receive general studies credit. This credit does not transfer to four year colleges or universities, but the credit can in some cases be applied to a vocational program certificate. A transcript of the student's completion of these activities will prove helpful to the client in future employment or educational activities.

The following flowchart displays the educational options for the client.

BASIC SKILLS, G.E.D., REMEDIAL TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

Program operators should contact the college's administrator for instructional programs to identify the appropriate contact person in the developmental and remedial program.

- Establish effective communication with the administrator of developmental and basic skills program.

- Contact the county educational service region superintendent to determine the specific age and educational requirements for the G.E.D. test.

- Test participants to determine literacy level and English language capability.

- Integrate, when possible, literacy development with career training activities.

- Consider offering some career training activities bilingually when serving a sufficient number of non-English speaking participants.

III. Recommendations

For each type of training, recommended accrediting alternatives are offered.

A. General

1. It is recommended that the program operator utilize an inventory list of innovative community college credit alternatives (see page 49).
2. It is recommended that the program operator negotiate with the community college's dean of instruction to package career learning experiences in short term, intensive courses, rather than in the traditional 14 or 16 week college semester.

B. Career Training

1. It is recommended that employment skills training activities clients utilize independent study as a means for obtaining credit.

2. It is recommended that the program operator utilize advanced placement tests (from College Level Entrance Examination Program) for clients who have medical experiences.

3. It is recommended that the program operator explore the client's background for military training for which college credit may be awarded.

4. It is recommended that the operator utilize the community college's vocational education programs for career training.

C. Work Experience

1. It is recommended that credit for life experience be advocated for clients who have had background experiences which can be written into project papers.

2. It is recommended that the cooperative education program be used to help employment skills training activities clients find employment and gain college credit.

3. It is recommended that the program operator review the American Council on Education's National Guide to Educational Credit for Training Programs[1] for noncollegiate courses offered by business and industry to their employees.

4. It is recommended that the program operator explore the National Occupational Competency Testing Institute[2] for proficiency testing for college credit.

D. Classroom Training

1. It is recommended that clients enroll in College Level Exam Program preparatory classes at their community college and then take C.L.E.P. exams to obtain college credit.

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[1]American Council on Education, 1 Dupont Circle, Washington, D.C. 20036

[2]National Occupational Competency Testing Institute (NOCTI), 35 Calvin Avenue, Albany, NY 12206

2. It is recommended that the program operator encourage clients to explore the American College Testing Program and the National Proficiency Examination Program.

3. It is recommended that the program operator review the participant's background for travel experiences for which college credit may be awarded.

E. Work Readiness Training

1. It is recommended that students completing work readiness training obtain continuing education units on their transcript.

2. It is recommended that continuing education units be used to gain credit for life experience at the community college.

F. G.E.D., Basic Skills and Remedial

1. It is recommended that students interested in basic skills and G.E.D. activities be enrolled in the local community college program where the student can gain general studies credit.

2. It is recommended that for skill refresher activities the participant be enrolled in the community college's general studies program.

COMMUNITY COLLEGE EDUCATIONAL CHECKLIST

Name of Community College: _____

Name of Program Operator: _____

Ways of Getting Credit	Yes	No	College Contact Person	Phone No.
Credit for Liberal Arts/ Sciences				
Credit for Life Experience				
Local College Course Proficiency Credit				
College Level Exam Program (C.L.E.P.)				
Credit for Military Service				
National Proficiency Examination Program (N.P.E.P.)				
Certificate of Attendance in Non-Credit				
General Studies Credit				
Continuing Education Unit (C.E.U.)				
Other _____				
_____				
_____				
_____				

SECONDARY SCHOOLS

may provide:	career training
	work experience
	regular classroom training
	work readiness
	alternative education programs
may offer these credentials:	academic credit
	elective credit
	certificates of completion
	competency based certificates
	diplomas
persons to contact:	high school superintendent
	high school principal
	high school counselors
	vocational education administrator
	vocational education teachers
	director of cooperative education programs
	superintendent of education service region

For more detailed information, read the following pages.

SECONDARY SCHOOLS

I. Introduction

The secondary schools (both public and private) offer the program operator a variety of training alternatives. Both the youth and adult client who has not received a high school diploma will be eligible for training provided through secondary schools; however, most programs will be designed for in-school and out-of-school youth. All communities in Illinois are served by public school districts. In addition, there are many private secondary schools which may also provide training and educational opportunities appropriate to your client population.

An important resource in establishing programs in the secondary schools is the educational service region office. Operating as an intermediary between the State Board of Education and the local district, the educational service region office can serve as trouble shooter, problem solver, and encourager. First, linkages should be established with school officials; however, a logical second step in the process of working on programs with secondary schools is to enlist the participation of the educational service region superintendent. This is particularly true if the public schools do not want to cooperate or perceive the proposed employment skills training activities program as being incompatible with their institution.

A. What Credentials Exist?

Secondary schools offer a diploma for graduation from high school and an eighth grade diploma. Qualifications for

graduation from high school are set by each school district, but minimum standards for graduation are outlined by the Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document 1. This document may be obtained from the Illinois State Board of Education, Public School Approval Section, Springfield, Illinois.

Generally, high schools will require certain core courses such as English, math, science, social science, applied arts, physical education, health education, and consumer education, of all students. In addition to these courses, the student may elect to take other courses to complete the required number of credits for graduation (generally close to 45). In the elective courses the student can prepare to go on to college or some other post secondary training program, or they can pursue courses that will lead to immediate employment after graduation.

In addition, many high schools offer a cooperative work experience program in which the student attends classes for part of the day and works at a job under supervision for the remainder of the day. In many areas the vocational training for a high school is done by the area vocational center, with cooperative agreements about applying credits earned to high school graduation. Some high schools also offer alternative education programs for students who have been unable to succeed in the traditional high school setting, again with cooperative agreements for applying credits earned to high school graduation.

Some high schools have a second form of credit called elective credit. Like other forms of nonacademic credit, elective credit does not apply toward graduation. If elective credits are recorded on a transcript, they are valuable because

they are permanently recorded. In schools where elective credit is not offered, certificates of completion can be offered for nonacademic credit programs.

B. Why Give Credit?

In many instances, employment is dependent upon a high school diploma or equivalent. If participants are young (under 21), the most important credential may be a diploma. The accumulation of credits toward a high school diploma may occur through a regular in-school program, an out-of-school special program, or an alternative education program.

C. Where To Go To Get Credit?

There are several ways to get credit for work at a secondary school:

1. Attend regular classes which apply toward graduation.
2. Work in a cooperative work experience program.
3. Participate in a special work experience or work readiness program for which a certificate of completion is awarded.
4. Attend an area vocational center.
5. Attend an alternative education center. Receive credit from an area high school.

If a subcontract is involved in establishing a program in the secondary schools, it is often necessary to issue a Request For Proposal. If this is going to happen, it will be the responsibility of the program operator to develop the Request For Proposal; however, there is great value in consulting school personnel in this process. Because they are experts in the

educational world and knowledgeable about the requirements for and restrictions on programs operating within their system, they may provide important information for the structuring of the Request For Proposal. It is important that area schools be willing to respond to Requests For Proposal, so careful consideration must be given to the components, requirements, and restrictions they include. When a Request For Proposal has been issued, the program operator will need to establish a set of criteria upon which to review proposals.

There are three possible paths for establishing programs with area high schools. They are:

PATH 1:

Work with local school superintendents and staff to establish new programs and support participants in existing programs.

You may need to:

a. enlist the aid of the education service region superintendent to establish a working relationship.

b. issue a Request For Proposal if several school districts are interested in administering a program or if a subcontract is to be issued, but direct planning with the district should still occur.

PATH 2:

If cooperation with the local school district(s) cannot be established from the top down, don't give up. Look for teachers and counselors who already work with clients and are sympathetic to the program. Establish a referral system

with them. While this will not be as helpful as full cooperation, it is significantly better than no contact at all. Participants can be part of all appropriate existing programs.

PATH 3:

If problems occur in meeting the standards or policies for academic credit, consider an alternative credential such as:

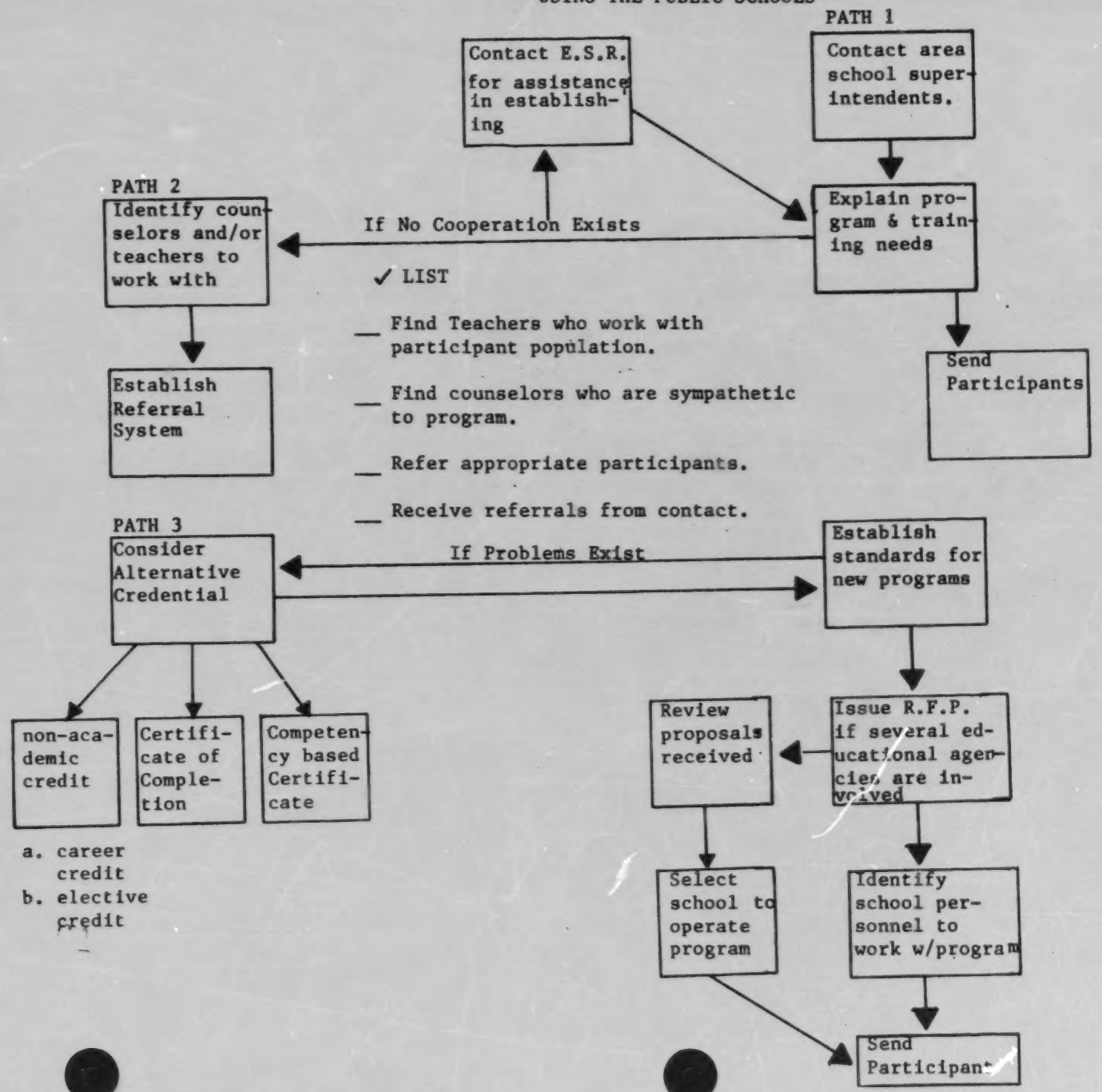
a. nonacademic credit - some high schools offer elective credit or career credit which does not apply toward graduation but does show recognition of the student's participation efforts.

b. certificate of completion - you can distribute a certificate indicating that the student participated in the program. This can be done at a special meeting or at a school awards ceremony. You may be able to have it recorded on the student's transcript.

c. competency based certificate - this certificate shows not only completion of the program, but indicates skills (and level of skills) the student has achieved by participating in the program.

The following chart illustrates these paths to establishing programs with public and private secondary schools.

USING THE PUBLIC SCHOOLS


PATH 1
Contact E.S.R. for assistance in establishing
Contact area school superintendents.
PATH 2
Identify counselors and/or teachers to work with
If No Cooperation Exists
Explain program & training needs
✓ LIST
__ Find Teachers who work with participant population.
__ Find counselors who are sympathetic to program.
__ Refer appropriate participants.
__ Receive referrals from contact.
Establish Referral System
Send Participants
PATH 3
Consider Alternative Credential
If Problems Exist
Establish standards for new programs
non-academic credit
Certificate of Completion
Competency based Certificate
a. career credit
b. elective credit
Review proposals received
Issue R.F.P. if several educational agencies are involved
Select school to operate program
Identify school personnel to work w/program
Send Participants

✓ LIST

__ Set up meeting with superintendent and other school administrators.

__ Obtain cooperation.

__ Look at existing programs that meet needs.

__ Learn requirements for course credit.

- __ certificated teachers
- __ hours in class
- __ content
- __ supervision required for work experience.

__ Learn school policies that may apply. (e.g. "you can't get paid and get credit for the same time")

__ Establish standards.

__ Outline curriculum.

__ Identify measurement methods and minimum competency.

D. Potential Problems and Suggested Solutions

1. School policies may prohibit offering your training program for credit. Some schools have a policy that no student may receive credit for an activity for which he or she gets paid. If that is true and you are offering a stipend or the employer pays for the student's time, you may have to consider an alternative credential. Remember, some credential - even an unofficial certificate - is better than none, but have it permanently recorded if you possibly can. In the last analysis, the school district awards the credit, so if you can't convince them to alter a policy, work around it.

2. Work experience programs sometimes pose special problems. School officials may question what the student/participant is learning. Be prepared to demonstrate the learning that each program (and work site) will provide. Help the school officials to see that work experience is more than an opportunity to earn some money while going to school. Sometimes the school district may want to stipulate that supervision by qualified school personnel be built into work experience programs.

3. No program exists. Of course it's much harder to start from scratch, but it has been done. By working with local educational personnel and community based organizations, a program can be developed.

4. The school district may not want to cooperate. For a variety of reasons the local school district may not wish to be involved. Work to convince them, but don't give up if they still refuse. Work with the educational service region office or area vocational center or work with an accredited private school. All of these agencies can do training that will be accepted by employers and other educational and training institutions.

   In addition, you may consider an informal relationship with teachers and counselors in the schools. They can help clients who are students participate in programs that are already operating. By establishing good communication with teachers and counselors you will at least know who needs services and what kinds of services the school offers. As a last resort, obtain names of eligible students, run your own work readiness class and offer a certificate of completion. Hopefully, in time, a good relationship with someone in the school will spread to others and help you establish the program within the school.

5. Hassles over standards. There are some simple requirements that are almost universal for accrediting training:

   -Teachers must be certificated to teach.

   -Length of program.

   The basic rule is one hour per day for twelve weeks or forty-two minutes per day for sixteen weeks in order to receive credit. Make sure classes meet this requirement. Check with local and state officials to determine which

is preferable for your program.

Some schools are very reluctant to offer credit for experiential programs such as work study or on-the-job training. There is a strong tradition for offering credit, but you may have to sell the idea to the school district if they ordinarily don't offer credit for experience based programs.

6. Watch out for schools with a union contract governing the assignment of teachers. If you must take on a teacher who has been displaced because of dropping school enrollments, but who neither wants to be in your program nor has the ability to deal with the special needs of your students, your program will be undermined. The teachers you work with need special attributes, the most important of which is their own desire to be there.

II. How To Accredit Training

A. Regular Class Program

1. Description

Participants who are eligible to be enrolled in a regular high school program should do so. They will take a core curriculum in English, science, math, social science, physical education, health education, and consumer education as required by the State. In addition, they will be able to take elective courses which allow them to become skilled and knowledgeable in some vocation so that they will be employable immediately after graduation. Alternately, they can pursue elective courses which will make them eligible for further educational or training programs. In some instances they can combine the two approaches by completing requirements for college entrance while learning some marketable skills such as typing or computer programming. In this way they will be able to assist in their own financial support while completing post-secondary education or training.

2. Places To Go and "How To"

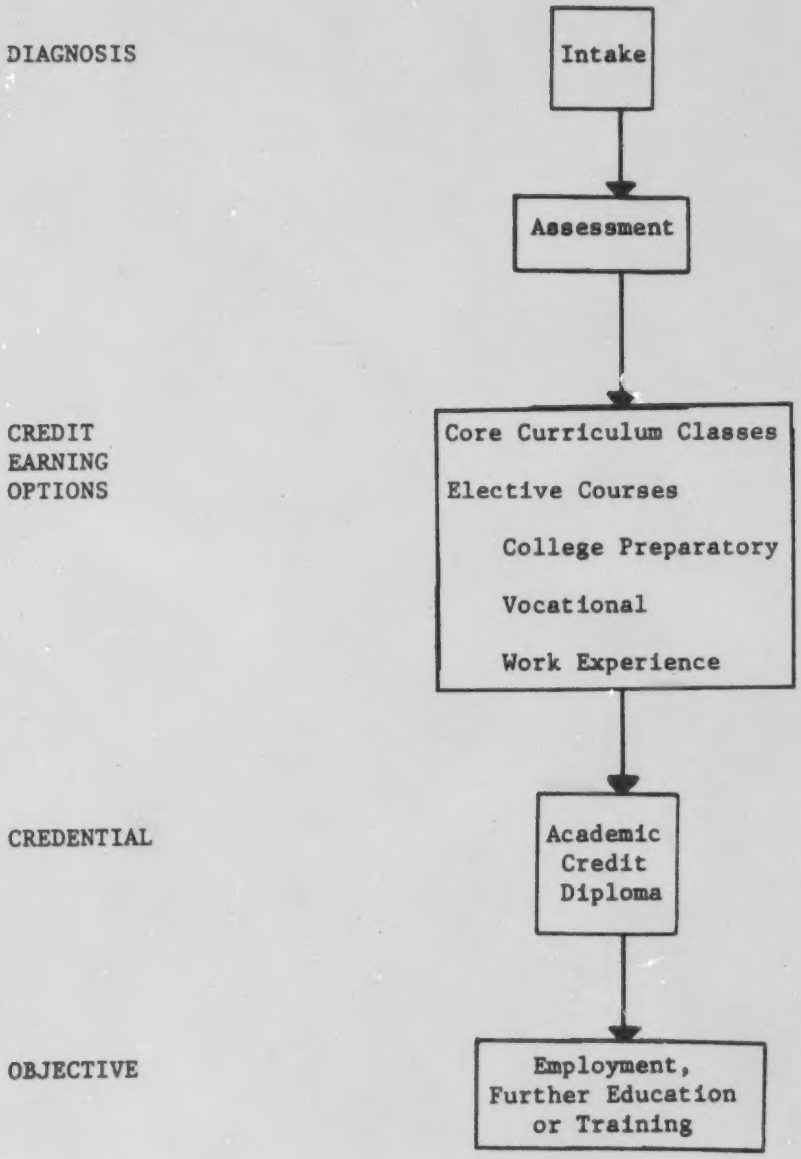
The following "how to" suggestions are offered to the program operator who wants to obtain regular classroom education experiences toward a diploma.

. Identify key contact persons in the school district.

1. Superintendent
2. Director of Vocational Education
3. Counselors
4. Classroom teachers
5. Principal

REGULAR HIGH SCHOOL PROGRAM

PARTICIPANT FLOW



This should have been accomplished in the establishing of good linkages. (See introduction)

- Determine if your participants qualify for the regular high school program.

- Work with counselors, the director of vocational education, or classroom teachers to coordinate your program efforts with the school program.

- Issue Requests For Proposals for special classes and programs, if appropriate. Review proposals received and award subcontract.

- Provide and receive feedback on progress.

B. Work Experience

1. Description

Many of the characteristics of work experience programs at the secondary level are similar to those in community colleges, but it should not be assumed that they are the same. This section identifies specific issues relating to secondary schools and should be used in establishing such programs even though many of the suggestions and steps in the section on community college work experience programs also apply.

Some in-school participants need an incentive to remain in school until graduation. In addition to the motivation provided by earning money while they are working toward their diploma,

there is an added attraction to a work experience program which allows them to obtain the necessary skills and knowledge to be employable immediately after graduation.

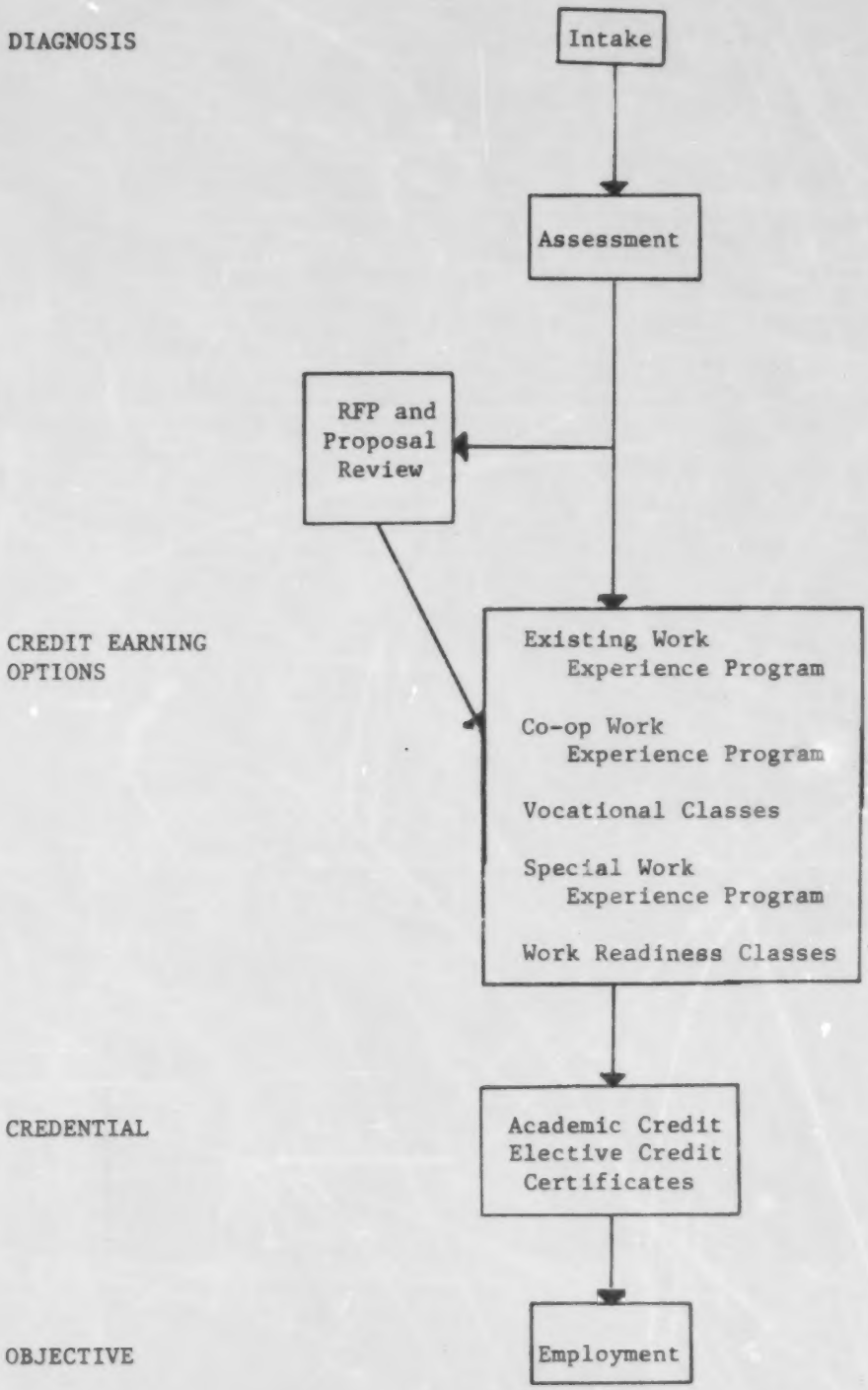
Work experience programs combine the core curriculum classes (English, social science, science, math, physical education, health education, and consumer education) needed for graduation with an opportunity to work part-time in a job that will lead to full-time employment after graduation.

Schools may already have an operating work experience program, in which case participants in an employment skills training activities program may join without difficulty. These programs may result in academic credit (toward graduation), elective credit, or a certificate.

If no work experience program exists, the employment skills training activites program staff can work with school staff to establish one. It is important to remember that the work experience must be sponsored and monitored in order for most schools to consider credit. If the experience is merely an opportunity to earn money with skill development, many schools are not willing to offer credit toward graduation. In addition, some schools have policies relating to offering credit and paying a student. This policy will interfere with credit for work experience and for work readiness classes that participants receive a stipend to attend.

If academic credit cannot be worked out, then elective credit or certificates of completion (preferably competency based) should be established for work experience.

WORK EXPERIENCE PARTICIPANT FLOW



2. Places To Go and "How To"

Clients who are eligible for in-school work experience programs should enter a program through their local high school. The school, if a program already exists, will have contacts with local employers. If no cooperative education or work experience program already exists within area high schools or if the existing program is either full or inappropriate for employment skills training activities program needs, then part of the task of establishing a program will be to arrange with area employers to provide jobs that will be conducive to learning skills needed for full-time employment after high school graduation.

The following "how to" suggestions are offered for the program operator to obtain accredited work experience programs at the secondary level.

- Identify key public and private school persons. (See section on establishing good linkages.)
- Encourage in-school youth participants to identify areas of interest relating to work experience.
- Ascertain whether a program already exists which meets the needs of participants.
- If so, enroll participants.
- Maintain feedback with school officials.
- If not, work with school officials identifying criteria and requirements for establishing work experience program that will meet participant needs.
- Assist school staff in identifying local employers who will provide part-time, educationally relevant jobs.

- Establish accrediting method appropriate for the work experience program: academic credit, elective credit, certificate of completion, competency based certificate.
- Establish appropriate support and monitoring system with the school staff. Either school staff or employment skills training activities program staff should be supervising the students' on-site learning experiences.
- Establish competency standards and measurements.
- Issue a Request For Proposal if necessary.
- Review proposals.
- Award subcontract.
- Enroll participants.
- Maintain feedback with school staff and employers.

C. Alternative Schools

1. Description

An alternative school is just what the name implies: it offers an alternative learning environment for a group of students with special needs. Some youth, often termed reluctant learners, have been unable to succeed or cooperate in the traditional high school setting. Quite often, after dropping out or being expelled, they become part of your participant group. But without a high school diploma, their opportunities for employment are severely limited. Because of their age, a school program leading to a diploma is considered preferable to a G.E.D.

If an alternative program for reluctant learners already exists in your area – in the schools or outside – and if their

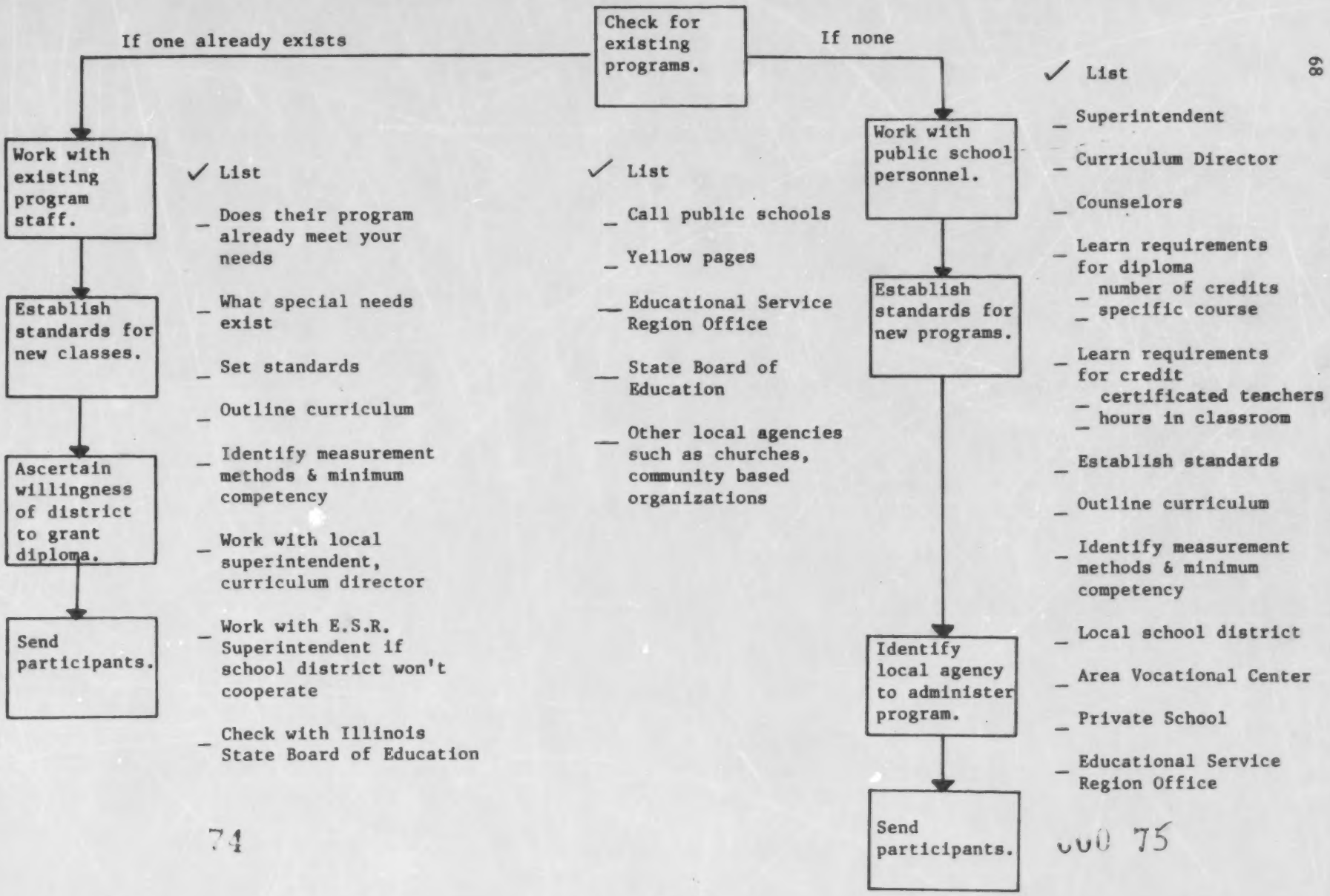
diploma is recognized by employers and post-secondary training and education agencies, it may be possible to enroll participants in the program. Otherwise the more difficult, but certainly not impossible task of establishing an alternative school program will be necessary.

Only a high school may award a high school diploma, so it is imperative to establish a working relationship with an area high school. If you are blocked in accomplishing this, the next step is to work with the educational service region superintendent in your area, who will in turn contact the Illinois State Board of Education for assistance, in creating a viable relationship between the employment skills training activities program and a local high school.

The high school awarding the diploma sets the standards for high school graduation. Minimum standards have been established for the entire State in the Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document 1, but each school district may require additional courses. Therefore, it will be necessary to work with school district officials even if the program is being run by another agency.

Appropriate Credential: academic credit leading to a high school diploma.

USING THE ALTERNATIVE SCHOOLS


Check for existing programs.
If one already exists
If none
Work with existing program staff.
Establish standards for new classes.
Ascertain willingness of district to grant diploma.
Send participants.
✓ List
_ Does their program already meet your needs
_ What special needs exist
_ Set standards
_ Outline curriculum
_ Identify measurement methods & minimum competency
_ Work with local superintendent, curriculum director
_ Work with E.S.R. Superintendent if school district won't cooperate
_ Check with Illinois State Board of Education
✓ List
_ Call public schools
_ Yellow pages
_ Educational Service Region Office
_ State Board of Education
_ Other local agencies such as churches, community based organizations
Work with public school personnel.
Establish standards for new programs.
Identify local agency to administer program.
Send participants.
✓ List
_ Superintendent
_ Curriculum Director
_ Counselors
_ Learn requirements for diploma
_ number of credits
_ specific course
_ Learn requirements for credit
_ certificated teachers
_ hours in classroom
_ Establish standards
_ Outline curriculum
_ Identify measurement methods & minimum competency
_ Local school district
_ Area Vocational Center
_ Private School
_ Educational Service Region Office

2. Places To Go and "How To"

Program operators should contact secondary schools in their area and determine what alternative education programs exist that might meet their clients' needs. If no program already exists, program operators can work to establish an alternative program by forming a coalition of area educational agencies, social service agencies, and community based agencies. By working with the educational service region office, the State Board of Education office, and at least one area high school, an alternative high school program can be established. It is not essential to have public or accredited private school participation, but an alternative school without the support of a local educational agency cannot offer an accredited diploma. If area employers and post secondary training and educational institutions don't recognize the diploma as valid, the program is of reduced value.

The following "how to" suggestions are offered for program operators who wish to establish a new alternative school program.

- Contact area high schools to determine willingness to participate.
- Contact the educational service region office for assistance.
- Contact area community based organizations and social service agencies to ascertain willingness to participate.
- Arrange a coalition meeting to begin planning.
- Establish requirements for graduation from a local high school.
- Establish curriculum, courses, and credits to be offered.

- Continue cooperating with coalition during planning phase.
- Send participants.
- Maintain feedback with alternative school staff and high school granting diploma.

III. Recommendations

For each type of training, recommended accrediting alternatives are offered.

A. General

1. The program operator should develop and utilize an inventory list of innovative secondary school credit alternatives. (see page 73)
2. It is recommended that the program operator negotiate with the secondary school administrator to package career learning experiences in short term, intensive time spans rather than in the traditional 18 week semester.

B. Classroom Training

1. Students who are eligible to participate in regular courses should be encouraged to do so.
2. Training should be specifically tailored to meet individual needs where regularly established classes do not fit.
3. The program operator should work with school officials to establish curriculums for special courses and, if possible, to offer Carnegie units of credit for such training.
4. Alternative credit sources should be explored where academic credit cannot be offered.
5. Competency based certificates or certificates of completion should be offered if neither academic credit or nonacademic credit can be offered.

6. The program operator should work with the school counseling department to assess the appropriate placement for each student.

C. Work Experience

1. The cooperative work experience program staff should be used to help participants find employment.
2. The program operator should work with school officials to establish an appropriate credential for work experience.

D. Alternative Education

1. Students who have not succeeded in the traditional school setting should be offered an alternative learning setting.
2. Students should be placed in an existing alternative school program that offers high school graduation, if possible.
3. The program operator should work with local school officials to establish an appropriate alternative school setting if one does not already exist.
4. The educational service region staff should be contacted for assistance in establishing new alternative school programs.
5. It is recommended that alternative school programs attach to an existing high school so that a recognized diploma can be offered.
6. Alternative school programs may offer only credit with the diploma coming after a return to the high school.

SECONDARY SCHOOLS EDUCATIONAL CHECKLIST

Name of high school: _____

Name of program operator: _____

Ways of getting credit	Yes	No	Secondary School Contact Person	Phone Number
Academic credit for attending class				
Nonacademic credit for attending a class				
Certificate of attendance for special program				
Competency based certificate for a training program or work experience				

AREA VOCATIONAL CENTERS

may provide:	career training programs
	work experience
	regular classroom training
	skill upgrading
may offer these credentials:	credit in cooperation with the local high school
	certificates of completion
	certificates of attendance
	competency based certificates
	continuing education units
persons to contact:	area vocational center administrator
	area vocational center counselor

For more detailed information, read the following pages.

AREA VOCATIONAL CENTERS

I. Introduction

Public area vocational centers offer a diverse range of program alternatives which provide documented student credentials. There are at present 32 area centers in Illinois. These centers are approved by the Illinois State Board of Education and all are directly or indirectly accredited by the North Central Association of Colleges and Schools. Area vocational centers:

- Provide vocational skill training.
- Provide high school students with capstone[3] education courses and vocational programs.
- Provide job seeking and job keeping skills training.
- Provide short term, intensive skill training for job upgrading and/or retraining for a variety of nonstudent client groups.

A. What Credentials Exist?

Since the area vocational center is an extension of the local high school districts, it cannot grant credits (credentials) but rather recommends credits. The local high schools, through agreements with the area centers, grant the official credentials or credits. Most centers provide a

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[3]As used in this text, capstone means a course which is more advanced than or different from courses available in the traditional high school.

certificate which states the specific skills which have been acquired by all graduates.

The area centers offer a variety of programs in vocational areas. These programs range from:

- Partial year or short term intensive programs.
- One year programs.
- Two year programs.
- Programs combining one year in school with one year in cooperative education.

B. Why Give Credit?

The area vocational center offers courses and programs for which high school credit is recommended and granted by member high schools. Credit is an official recognition of the fact that the student has completed prescribed learning tasks in an approved curriculum. Credit is typically given in allotments of one to three units, but they can be given in fractions, such as 1/3 or 1/4 credit. The Carnegie unit of credit, where 120 clock hours of class equals one credit, is typically used. Regardless of the number of credits completed, most area centers grant an employability certificate which verifies program completion or partial completion.

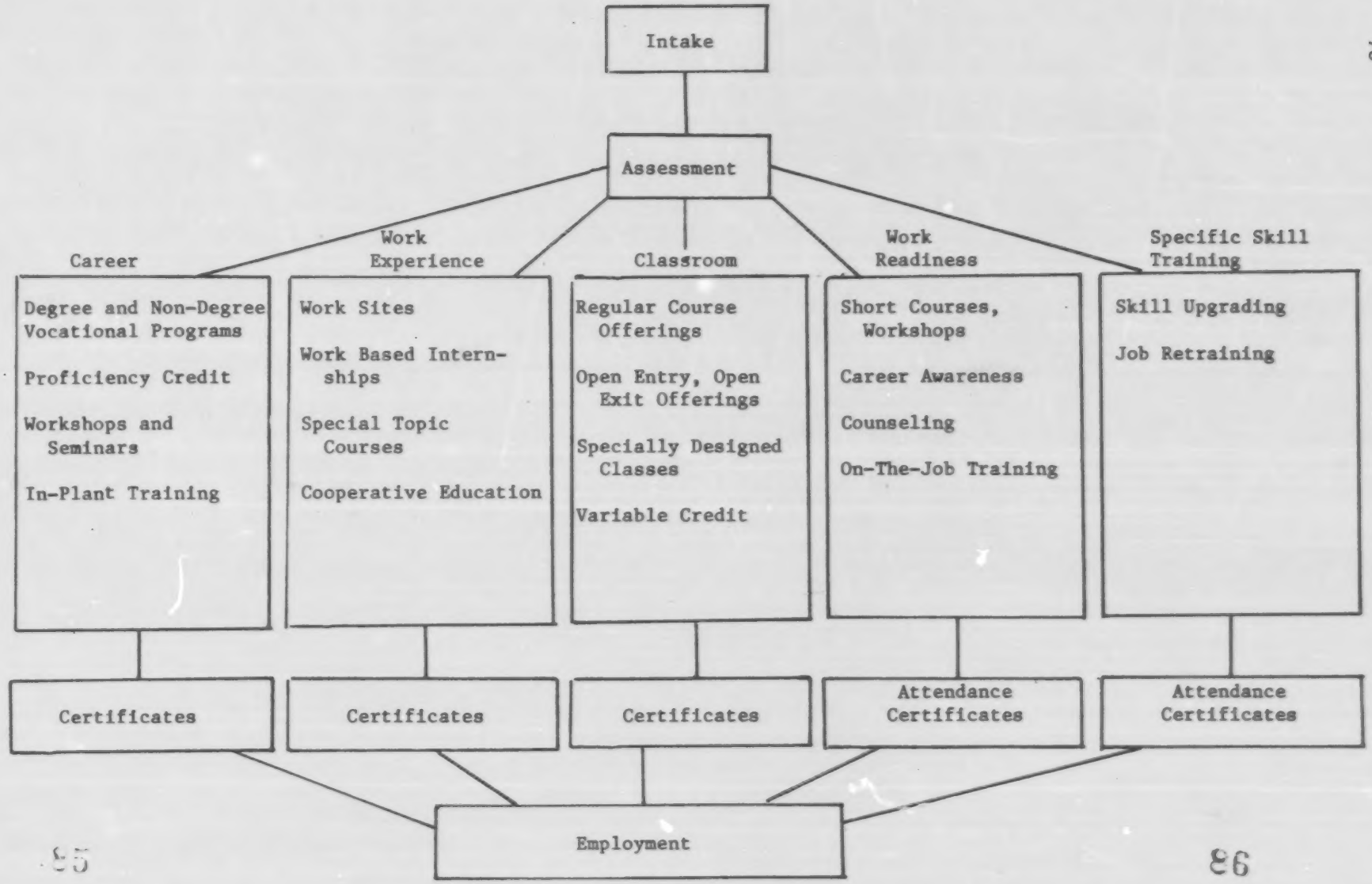
C. How Is Credit Earned?

Listed below are four ways participants can earn credit (or recognition) at an area vocational center.

1. Credit for standard class or laboratory study
2. Credit for life experience or work experience
3. Proficiency credit
4. Certificates of attendance which list skills completed

The following flowchart displays the various credit options for the five training areas pertinent to a program operator.

PARTICIPANT FLOW IN AREA VOCATIONAL CENTERS



D. Potential Problems and Suggested Solutions

A number of problems exist for the program operator in relating to the local area vocational center.

1. Not all of the State of Illinois is included in area vocational center districts. If the program operator is in an area which has not been included in an area vocational center district, the operator will have to contact the nearest area vocational center for assistance.

2. The vocational program which the operator wants to use may not be in the area vocational center district in which the operator is located. The operator, with local area vocational center officials, will have to work out arrangements for participants to attend a nearby area vocational center.

3. Some area vocational centers do not have well developed special programming capability. Flexible scheduling alternatives, course packaging and off campus learning locations may be difficult to develop for the program operator in some area vocational center districts.

4. Any contract with the area vocational center's full-time faculty for special classroom or laboratory instruction may require compensation for extra development and preparation time.

II. How To Accredit Training

A. Career Training Programs

1. Description

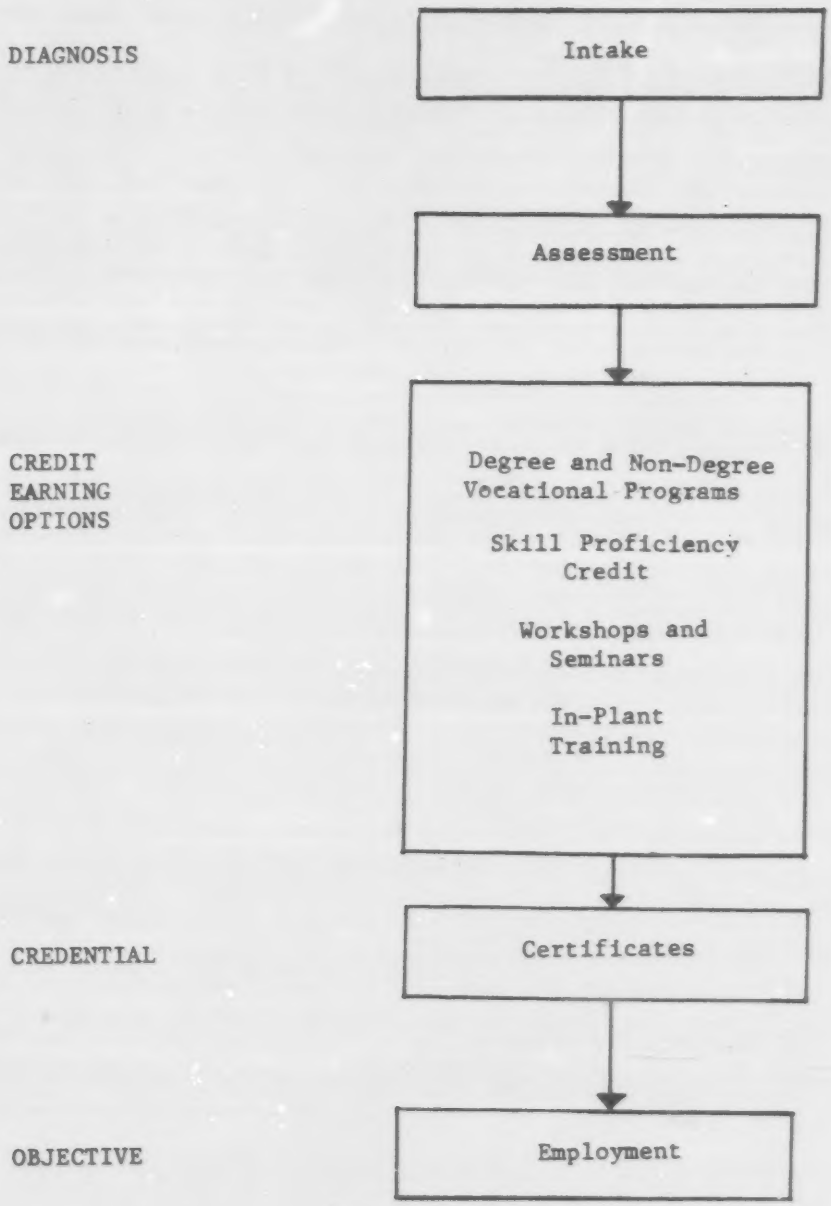
Area vocational centers offer a wide range of career oriented training programs, such as automotive mechanics, electronics, data processing, nurse's aide training, secretarial and clerical skills, and food service. Programs vary from 2 to 3 hours in length per day and require one to two years for most students to complete.

Many area vocational centers offer career skill training on an individual needs basis. That is, training is tailored to each person's needs and desires. This career training is accredited by either non-credit attendance certificates or continuing education units arranged with a local community college. The area vocational center staff can provide short term intensive training either in the employer's location or on campus. Much of this training is done through workshops and "hands-on" training. This type of career training provides specifically focused topical training (such as use of information processing equipment) or specially tailored in-plant technical skill training (such as operation of the Webb Press). Career training experiences result in learning experiences which are permanently recorded and may accumulate to be used toward program completion requirements.

The following flowchart displays the various credit earning options which exist.

CAREER TRAINING

PARTICIPANT FLOW



2. Where To Go and "How To"

In order to identify the specific programs available, the program operator should contact the area vocational center and talk with the principal or director.

Accredited career training experiences may be obtained in a variety of ways.

- Find out which area vocational center offers the kind of vocational skill training in which you are interested.

- Determine if your agency requires training which can ultimately result in a degree or certificate, or whether you want short term specific training accredited by certificates of attendance or continuing education units.

- Review the area vocational center's recent program list or catalog which lists career training programs.

- Determine if career training is being offered in an off-campus location near you.

- Review your clients' prior learning experiences and determine if they can obtain credit for their life experiences through proficiency examinations.

- Join one of the area vocational center's career advisory committees.

- Determine if the training can best be done at your location or if it requires special area vocational center facilities.

- Provide specific feedback to the area vocational center director concerning the quality of training received.

- Visit area vocational center career training programs while they are in session.

B. Work Experience

1. Description

The area vocational center offers many viable work experience alternatives. First, the local area vocational center has a number of work sites available where clients can gain valuable supervised work experience. In some cases, this work experience can be translated into credit.

The second form of a work experience program consists of special courses with a specified work related focus, work experienced based internships, and cooperative education.

"Special topic" classes are very small classes (sometimes comprised of a single student) which are created in response to community interest. These classes can provide credit, are highly flexible, and are designed to provide participants with specific skills.

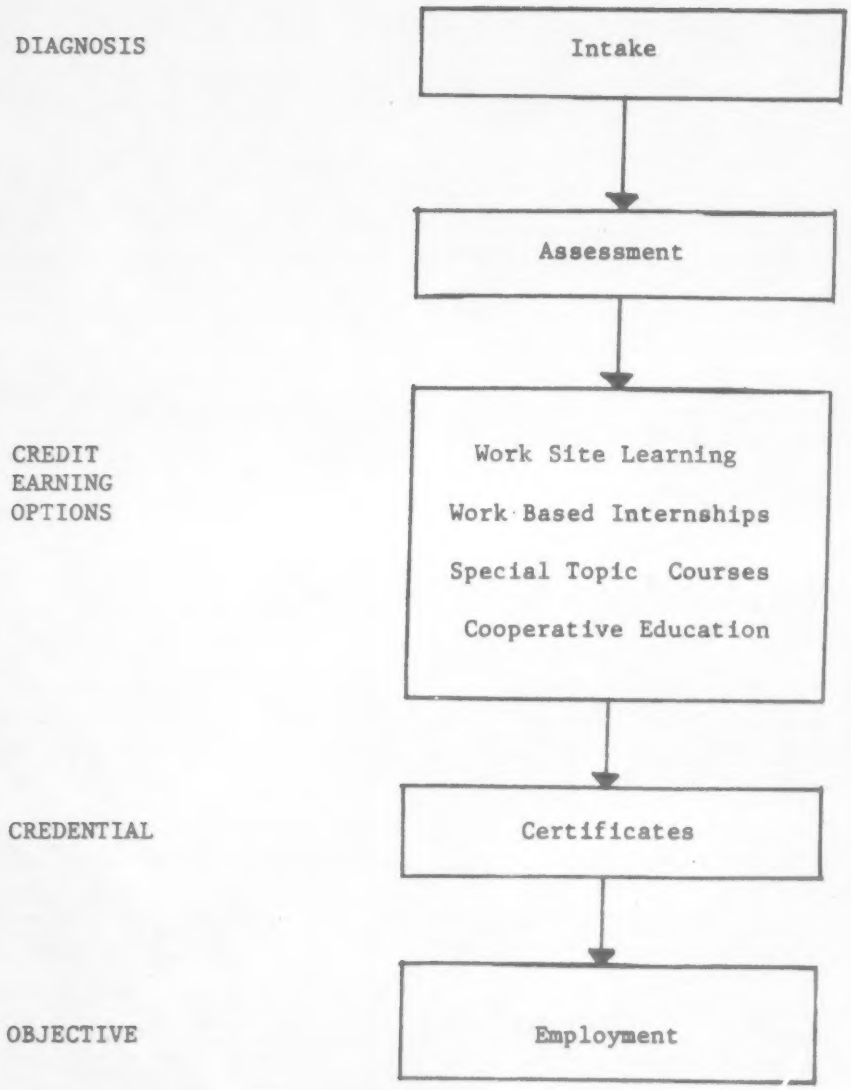
Vocational internships are work based educational experiences arranged between the local area vocational center and local employers. Generally, this internship experience takes place where the student is employed. The student gains credit by demonstrating skill proficiency to the satisfaction of both the employer and the area vocational center instructor.

Cooperative education is a special program offered by some area vocational centers. The co-op staff helps students to find jobs which are related to their area of study and helps to supervise the student's work experience.

The following flowchart displays the various learning alternatives for work experience training.

WORK EXPERIENCE TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

Program operators should contact the area vocational center director or staff members to identify the appropriate work experience for their clientele. Internship questions should be addressed to the director, and cooperative education queries should be presented to the staff of the cooperative education program.

The following are suggestions on how to obtain accredited career training experiences.

- Identify the key area vocational center contact person. In most cases this will be the director.

- Help the client identify and verbally express work related issues which could be negotiated into accredited work experience learning units.

- Encourage educationally resistant clients to begin their learning in a work-experience learning activity.

- Identify the client's past work experiences which can be used to pass local area vocational center proficiency tests and thereby gain credit for life experiences.

- Assist the area vocational center's cooperative education staff in identifying local employers who will provide part-time relevant jobs.

(Most area vocational center personnel are only familiar with cooperative activities for high school students, but with help they can provide other work related experiences).

C. Classroom Training

1. Description

This is any training conducted in an area vocational center setting which provides participants with technical skills and information. The area vocational center staff will generally offer special limited class-size training for program operators. If the desired program content and skill training is significantly different from the area vocational center's approved curriculum, then the special program may not be offered for credit in some instances.

Program operators should ascertain which area vocational center programs are offered under the concept of open entry, open exit. This is a flexible teaching method which is oriented around what the student should learn. The student can enroll at any time and exit when the learning objectives have been completed. Many area vocational center programs have been developed around an open entry, open exit approach.

In addition to offering special limited class-size training or open entry, open exit study, the program operator can also enroll participants in regular classes.

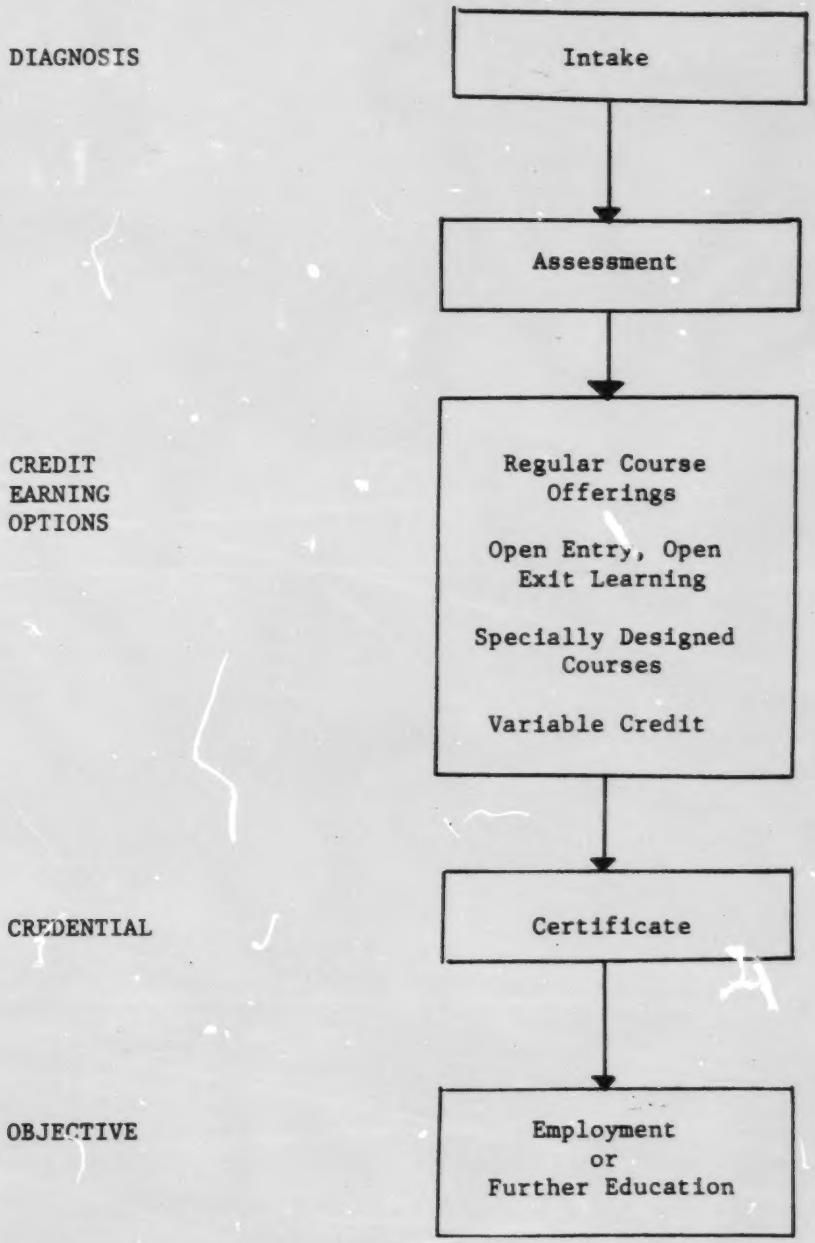
Most area vocational centers offer a full range of vocational courses twice a year in 18 week sequences in the fall

and in the spring. Participants in regularly scheduled activities must meet course entrance requirements. The number of class hours for these activities is traditionally 2 to 2 1/2 hours per day per year for 2 1/2 credits. Most area vocational center courses are offered on a two to six credit hour basis.

The following flowchart displays these learning options in a classroom training setting.

CLASSROOM TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

The program operator should contact the area vocational center director for information about specialized training programs and to determine whether or not open entry, open exit teaching methods exist. The director or counseling office can also provide information about regular class offerings for the fall and spring semester.

The following "how to" suggestions concern possible ways to obtain accredited classroom training experiences.

- Contact the area vocational center director to identify local manpower employment needs which might be met through special classroom training.

- Obtain copies of the area vocational center's catalog of courses and requirements.

- Obtain copies of the area vocational center's listing of evening program offerings, or programs offered at the area vocational center in conjunction with the local community college.

- Negotiate with the area vocational center director to arrange for credit for specially designed classes.

- Establish tutors to help participants enrolled in regular classes.

. Inform the area vocational center about the benefits they may receive in return for their assistance in developing a classroom training program which enrolls your clients, (e.g., financial assistance in offsetting costs.)

D. Work Readiness Training

1. Description

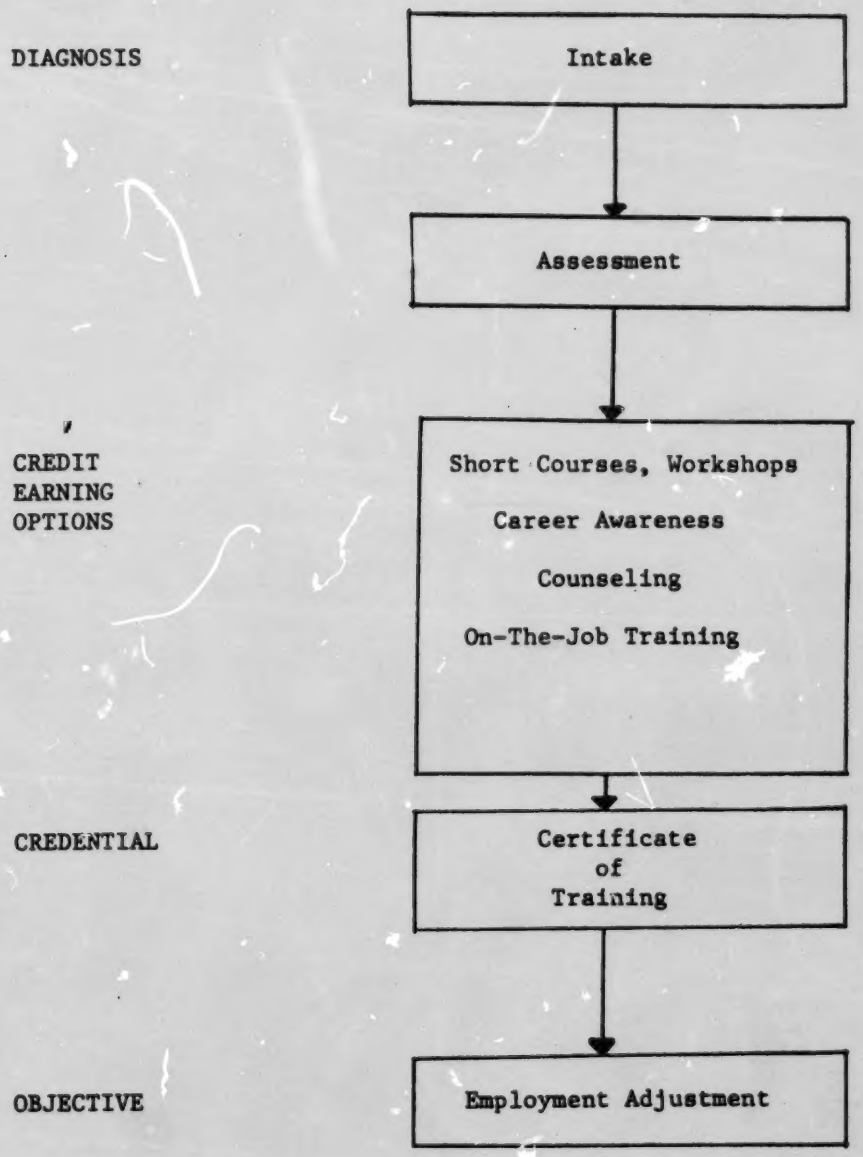
The area vocational center can serve as a vital community resource in developing job seeking and jobkeeping skills. Many area vocational centers have specific instructional units already prepared and available to the program operator. If the area vocational center does not have units on job seeking and job keeping skills, then the operator should work with the area vocational center director to establish appropriate experiences in the areas of effective time use, safety, reliability, dependability, writing a resume, etc. The area vocational center can verify that this training has been received by recording it on the participant's certificate of skills training. This training may be offered in short term, concentrated courses and should result in the development of positive attitudes and habits which will help to insure job success.

The area vocational center may also provide career awareness resources. Many have counselors who have training in vocational counseling in addition to practical work experience.

Work readiness training is displayed on the following flowchart.

WORK READINESS TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

The program operator's best contacts for work readiness activities are the director of the area vocational center, the director of counseling, or the placement director. Staffs from these departments should be involved from the outset in designing work readiness programs. Work readiness experience suggestions include:

- Establish effective communication with the area vocational center director, the director of counseling or the placement director.

- Negotiate a contract which helps offset some of the indirect costs.

- Conduct an Educational Resources Information Clearinghouse (E.R.I.C.) computer search of literature in the work readiness area. (The community college library most likely has a terminal with access to this system. If not, the area vocational center staff can assist you with alternative procedures.)

- Involve the work readiness instructor, the vocational instructor, and the appropriate area vocational center personnel in curriculum development.

- Do a follow-up study on participants after they have been on the job to assess the effectiveness of work readiness training.

. Provide the appropriate area vocational center staff with the results of the follow-up.

E. Skill Retraining Or Job Upgrading

1. Description

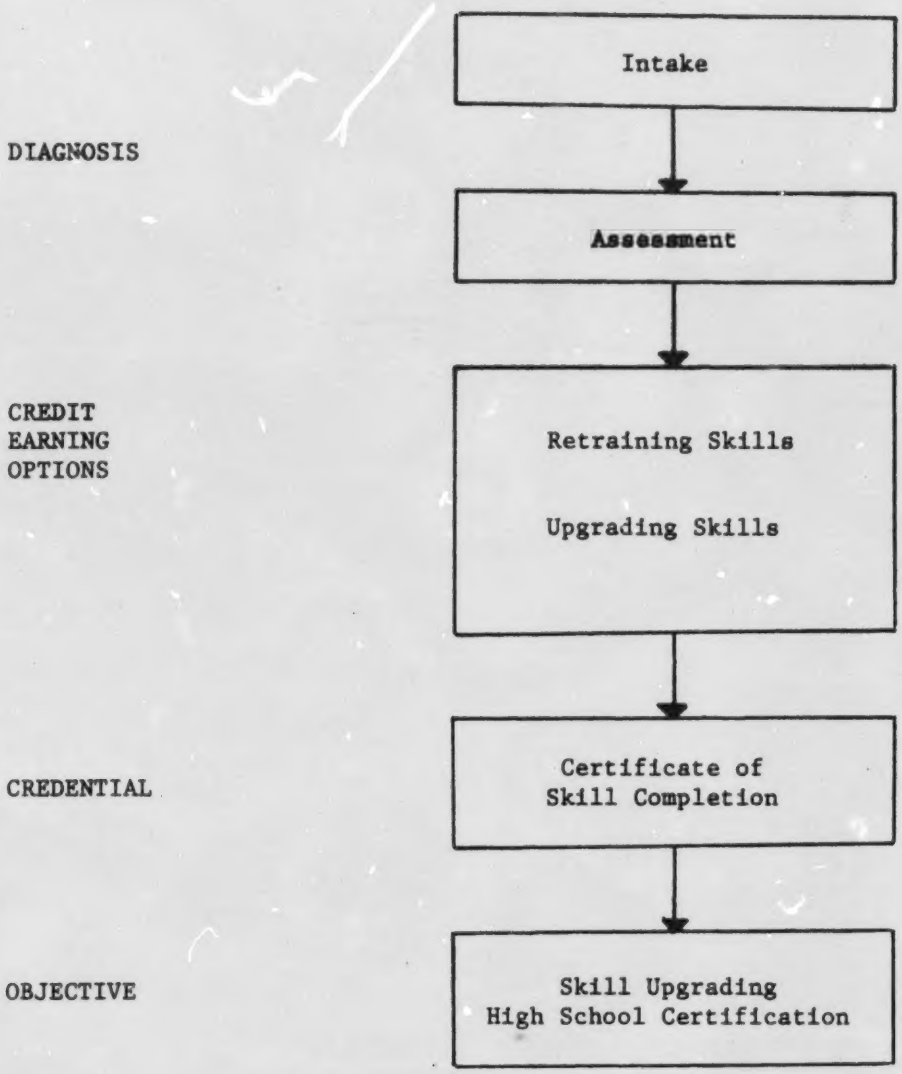
Area vocational centers may offer special classes for persons whose skills are outdated or who need "brush-up" training. Classes on using a microcomputer, reading blueprints, or using a CRT are among the many retraining opportunities which the area vocational center may provide.

This type of instruction can provide credit toward a vocational program certificate. An itemized certificate of retraining or upgrading will prove helpful in future employment or educational endeavors.

The following flowchart displays various skill retraining/job upgrading options.

SKILL RETRAINING OR JOB UPGRADING

PARTICIPANT FLOW



2. Places To Go and "How To"

Program operators should contact the area vocational center's director to identify the appropriate contact person to set up skill retraining or job upgrading programs.

Retraining or skill upgrading suggestions include:

- Establish effective communications with the director of the area vocational center.

- Provide the center with a list of the skills you wish developed.

- Ask the area center director to provide you with task lists which you can review to determine what retraining or upgrading possibilities are available.

- Ask the director if the skills learned can be applied toward the G.E.D.

- Test prospective participants to determine literacy level and English language capability.

- Integrate, when possible, literacy development with career training activities.

- Consider offering some career training activities bilingually when the target group includes a sufficient number of non-English speaking participants.

III. Recommendations

For each type of training there are several different types of accrediting alternatives.

A. General

1. The program operator should develop and utilize an inventory list of area vocational center training and/or credit alternatives.
2. The program operator should negotiate with the area vocational center director to package career learning and vocational experiences in short term, intensive courses, rather than in the traditional 18 week semester.

B. Career Training

1. The program operator should encourage participants to utilize the area vocational center's skill proficiency tests in order to gain credit for previously acquired skills.
2. The program operator should explore the participant's background for military training for which credit could be provided (via proficiency tests).
3. The operator should utilize the area vocational center's programs for career training.

C. Work Experience

1. Credit for life experience should be advocated for participants with background experiences which can be verified or identified through proficiency tests.

2. The cooperative education program should be used to help participants find employment and gain practical work experience credit.

D. Classroom Training

1. Training should be specifically tailored to individual needs rather than placing the participant in already existing programs or courses.

E. Work Readiness Training

1. Students who complete work readiness training should obtain a certificate which reflects the skills they have learned.
2. It is recommended that Carnegie units be used to gain area vocational center credit for life experiences.

F. G.E.D., Basic Skills and Remedial

1. Students interested in basic skills and G.E.D. activities should be enrolled in a local high school or community college program where they can gain credit.
2. Persons who want skill upgrading and/or retraining should be enrolled in the area vocational center's specific occupational programs or be helped to develop an individualized learning plan.

AREA VOCATIONAL CENTER EDUCATIONAL CHECKLIST

Name of area vocational center: _____

Name of program operator: _____

Ways of getting credit	Yes	No	Area Center Contact Person	Phone Number
Credit for Life Experience				
Local area center course proficiency credit				
Certificate of attendance in non-credit course or program				
Continuing Education Unit (C.E.U.),where applicable				

ADULT EDUCATION CENTERS

may provide:	basic skills
	G.E.D. training
	English-As-A-Second-Language
	work readiness
	career training programs
may offer these credentials:	academic credit in cooperation with the local high schools or community colleges
	certificates of completion
	certificates of achievement
	competency based certificates
persons to contact:	administrator of the adult education center

For more detailed information, read the following pages.

ADULT EDUCATION CENTERS

I. Introduction

Adult education centers offer a diverse and flexible program intended to meet the needs of those who have been chronically unemployed. In Illinois, there are approximately 55 public school sponsored adult education programs and 35 sponsored by community colleges. Because so many participants have previously been unsuccessful in regular education programs, adult education programs tend to be very responsive to the special needs of the undereducated and disadvantaged through more personalized and flexible programming. All programs funded through the Illinois State Board of Education have received approval from the Department of Adult, Vocational and Technical Education. Those public schools offering adult high school diplomas have also been accredited by the North Central Association of Colleges and Schools. The adult education center provides the following:

- Instruction at the secondary level and below.
- Pre-employment training and counseling.
- Secondary level career and vocational training.
- Academic and support services for the student with limited English proficiency.

. Student development opportunities through counseling and support services.

A. What Credentials Exist?

The adult education center offers the following credentials:

. Eighth grade equivalency diploma.

. High School Diploma (16 Carnegie Units) - One Carnegie unit equals a minimum of 120 hours of instruction. This diploma is offered through the last high school attended or through one of the high schools in the local public school district.

. Adult High School Diploma - The requirements are similar to the high school diploma above, but it is offered directly by the accredited adult high school.

. G.E.D. (General Educational Development) Certificate - This is a nationally recognized high school equivalency certificate available upon successful completion of the required tests.

. Skill Proficiency Certificates - These indicate specific skills the student has mastered.

. Certificates of Achievement - These are based on the successful completion of course work.

. Certificates of Attendance - These indicate student attendance in non-credit offerings.

B. Why Give a Credit?

An officially recognized credential, such as the eighth grade diploma or G.E.D. certificate, is often a prerequisite for employment and, therefore, extremely important for the chronically unemployed. Certificates of achievement, skill proficiency, and attendance serve two functions. One function is to serve as a measure of progress and success to clients who need regular feedback on their progress. The second function is to serve as an indication to potential employers that the student has indeed attended regularly and achieved certain skills in the education program. Most employers realize such behavior is transferrable to the work place.

C. How Is Credit Earned?

Listed below are four ways clients can earn credentials at adult education centers:

1. Eighth grade equivalency diplomas are available through public school or community college adult education programs with offerings in basic reading, writing and math.

2. The high school diploma or adult high school diploma is available through public school programs offering high school credit courses through regular classes or learning labs. A few adult programs offer a special

high school diploma based upon demonstrated competency in several knowledge and skill areas rather than completed academic courses. Some community college adult education programs, in cooperation with local public schools, offer courses in a classroom setting or learning lab for which the cooperating public school will issue high school credit.

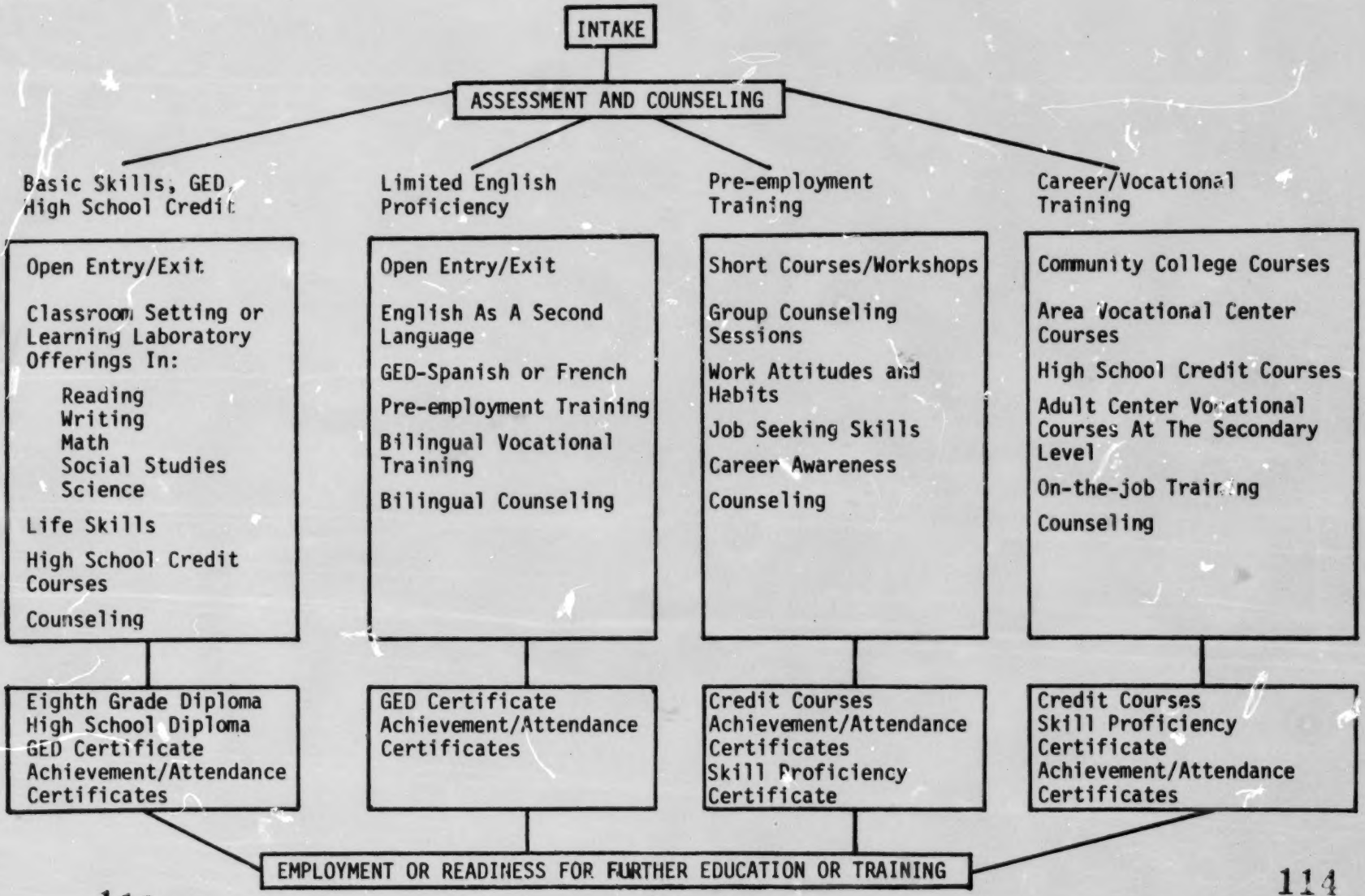
3. The G.E.D. certificate is issued by the educational service region superintendent upon the successful completion of five academic area tests and, in Illinois, the Constitution test. Most public school and community college programs offer instruction in all areas of testing in a learning lab setting and/or a regular classroom setting.

4. Certificates of achievement, skill proficiency and attendance are usually offered by both public school and community college sponsored adult education programs. They are issued for both learning lab and classroom setting instruction, whether academic or vocational.

The flowchart on the following page displays the various adult education center program offerings and credential options for training areas pertinent to the needs of the program operator's clients.

PROGRAM OFFERINGS AND CREDENTIALS

IN ADULT EDUCATION CENTERS



D. Potential Problems and Suggested Solutions

The program operator should be aware of some potential problems and differences in relating to the adult education center.

1. Some communities may have more than one adult education center. The program operator will want to examine which program will best be able to meet the clients' needs.

2. Not all adult education centers have all offerings and/or credentials available. However, the program operator should realize that most programs are quite flexible and can often establish new program offerings at the request of the program operator.

3. Both public schools and community colleges must operate within certain rules and regulations, as must the employment skills training activities program. Oftentimes, some creative, flexible thinking needs to be exercised to fit all the various components together to provide the needed services.

II. How To Accredit Training

A. Basic Skills, G.E.D. and High School Credit Programs

1. Description

The basic skills program is intended to provide basic literacy and math skills (eighth grade level and below) to enable the adult to function in a complex technological society. Most adult education programs provide not only basic academic reading and math skills but also basic coping or life skills. Some programs integrate life skills into their regular courses, while others use life skills or competencies as the central core of their courses. Participation in basic skills could lead to an eighth grade diploma or certificate of achievement or attendance.

The G.E.D. program is intended to prepare the student for the five parts of the G.E.D. test: writing skills, social studies, science, reading skills and mathematics. In Illinois, students are also required to pass a Constitution examination. Once the students pass all sections of the G.E.D. exam and the Constitution test, they are issued a G.E.D. certificate which is equivalent to a high school diploma. While the adult education program offers the courses of study, it is the educational service region superintendent who has responsibility for the administration of the G.E.D. test and issuance of the G.E.D. certificate.

High school credit courses are also available and are intended to meet the needs of clients requiring only a few more Carnegie units to receive a high school diploma. A counselor will evaluate a student's high school transcript to determine whether a student should choose the G.E.D. or high school credit

route for accrediting. The courses offered in the high school credit program will vary but will include all courses required for graduation from high school. Elective courses may include vocational courses, special adult interest courses, driver's education, or other courses offered in the regular high school program as electives. All credits earned in the high school credit classes are recorded on a permanent student transcript. When the student has successfully completed 16 Carnegie units or 32 semester units, a high school diploma can be awarded.

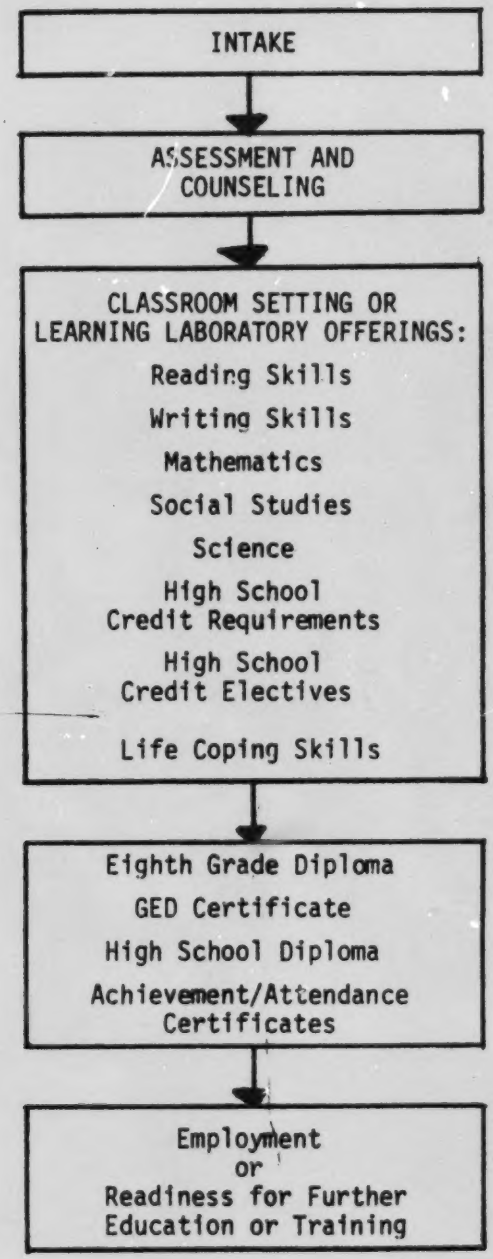
Most adult education centers offer basic skills, G.E.D. and high school credit offerings on an open entry basis, meaning the student may begin at any time. Other centers may operate on an open enrollment, controlled entry basis. Under this system, students register at any time but begin classes on a specified day of the week. Even with controlled entry, the waiting period to start classes is usually no more than two to three weeks. Some adult centers offer courses in a regular classroom setting, and others use a more individualized learning laboratory approach.

The flowchart which follows displays the various credential earning options which exist in basic skills, G.E.D. and high school credit training in adult education centers.

BASIC SKILLS (ABE)

GED AND HIGH SCHOOL CREDIT

PARTICIPANT FLOW



2. Places To Go and "How To"

If the employment skills training activities program operator is not aware of the adult education program serving the geographic area, contact the Adult Education Unit of the Illinois State Board of Education for the name of the program(s) in that area. If the adult education center is administered by the community college, it is generally located in their community services division or instructional program area. The program operator should contact the dean or director of the respective area for specific program information. In the public school district, the adult education program is generally administered by the director of adult education.

The following "how to" suggestions are offered for the program operator to obtain accredited basic skills or secondary level training.

- Identify the adult education programs in the geographic area to be served.

- Contact the local administrator of adult education to identify the contact person in the basic and secondary level skills program, usually the director or coordinator of adult basic education.

- Establish effective communications with the local adult education administrator.

- Determine if the clients require a program resulting in a specific diploma or certificate.

- Determine the best site for the training.

- Review the offerings currently available in the program and negotiate the offering of other necessary courses.

- Whenever possible, simultaneously provide basic skills training, pre-employment training, and vocational training.

- Visit some classes while they are in session.

- Contact the educational service region superintendent or local adult education administrator for specific information on age and educational requirements as well as testing dates for the G.E.D. exam.

- Negotiate a contract for instruction and other support services outlining all testing, placement, instructional services and reporting requirements.

- Provide specific evaluation information to the local adult education administrator and to the administrator of the responsible area both during the training period and after its completion.

- Become a member of the local adult education advisory council if such a council exists.

B. Limited English Proficiency

1. Description

While many services for the client with limited English proficiency fall into the category of basic skills, the services have been separated here to emphasize the unique needs of this population. Such services will exist only in those adult education centers where the appropriate population dictates a need. Services for these clients are intended to develop language skills, vocational skills, and cultural acclimatization for the clients to successfully function in society in general and in the workplace in particular. Most programs integrate life skills and cultural awareness in the regular offerings of English-As-A-Second-Language. Such offerings may vary from one classroom serving several functional language levels to offerings of six or eight different levels in separate classes. When the client population is large enough to warrant it, the services of a bilingual counselor may also be available.

If a sufficient number of students are in need of the same vocational training, bilingual vocational training may also be a part of the existing program or may be established upon request. Any bilingual vocational training should be coupled with English-As-A-Second-Language to prepare the client in both areas needed for employment. English-As-A-Second-Language instruction and bilingual vocational training will usually result in receipt of a certificate of achievement, skill proficiency or attendance. Pre-employment training or job readiness skills may be offered as short courses intended to prepare the individual for the cultural expectations of work in the United States. Such courses would also offer certificates upon successful completion.

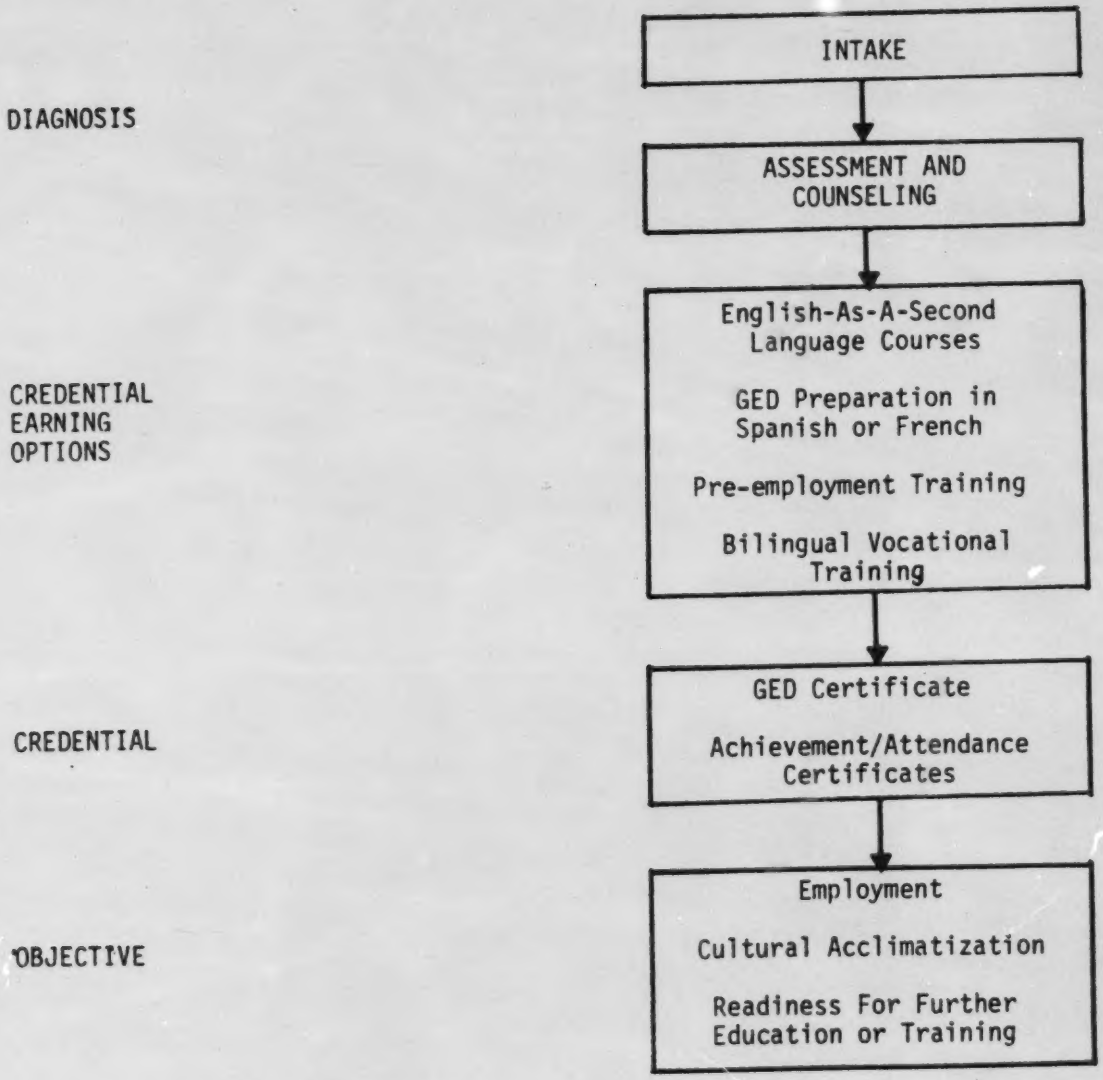
Since the G.E.D. exam is available in Spanish and French as well as English, some programs may also offer G.E.D. training in the native language. Again, any such program should include instruction in the English language as a part of the total instructional program. Upon successful completion of the G.E.D. testing program, including the Constitution test, the student receives the G.E.D. certificate. This can be extremely beneficial since it is often a prerequisite for employment.

Most programs offer English-As-A-Second-Language on an open entry basis, meaning the student can enter at any time. Based on initial assessment results, the student is placed in the appropriate functional level. Because English-As-A-Second-Language requires the practicing of oral communication skills, as well as listening and reading, most offerings are presented in a classroom setting rather than in an individualized learning laboratory.

The flowchart which follows displays the various credential earning options which exist for the limited English proficient client in adult education centers.

LIMITED ENGLISH PROFICIENCY

PARTICIPANT FLOW



2. Places To Go and "How To"

Since the program for limited English proficient students is a part of the basic skills program, the employment skills training activities program operator would first need to identify the local program administrator. The following "how to" suggestions are offered for the program operator to obtain accredited training for the limited English proficient client.

- Identify, through the Illinois State Board of Education, the adult education center in the geographic area to be served.

- Contact the administrator of adult education to identify the contact person in the basic skills program, usually the director or coordinator of adult basic education.

- Establish effective communications with the local adult education administrator.

- Determine if the clients require a program resulting in a specific diploma or certificate.

- Determine the best site for the training.

- Review the offerings currently available in the program and negotiate the offering of other necessary courses.

- When possible, provide English-As-A-Second-Language instruction in conjunction with the G.E.D. in Spanish or French, pre-employment training, and bilingual vocational training.

- Visit some classes while they are in session.

- Negotiate a contract for instruction and other support services outlining all testing, placement, instructional services and reporting requirements.

- Provide specific evaluation information to the adult education administrator and to the administrator of the responsible area during the training period and following its completion.

- Become a member of the local adult education advisory council, if such a council exists.

C. Pre-Employment Training

1. Description

The pre-employment training, or job readiness training, has as its goal to prepare the client for the world of work. It includes an examination of the client's job expectations as well as the employer's expectations. Various topics include attitudes toward work, punctuality, absence, respect for authority, cleanliness, job hunting skills, resume writing, and job interviewing skills. Such training is generally offered as a short course, in small counseling group sessions or a

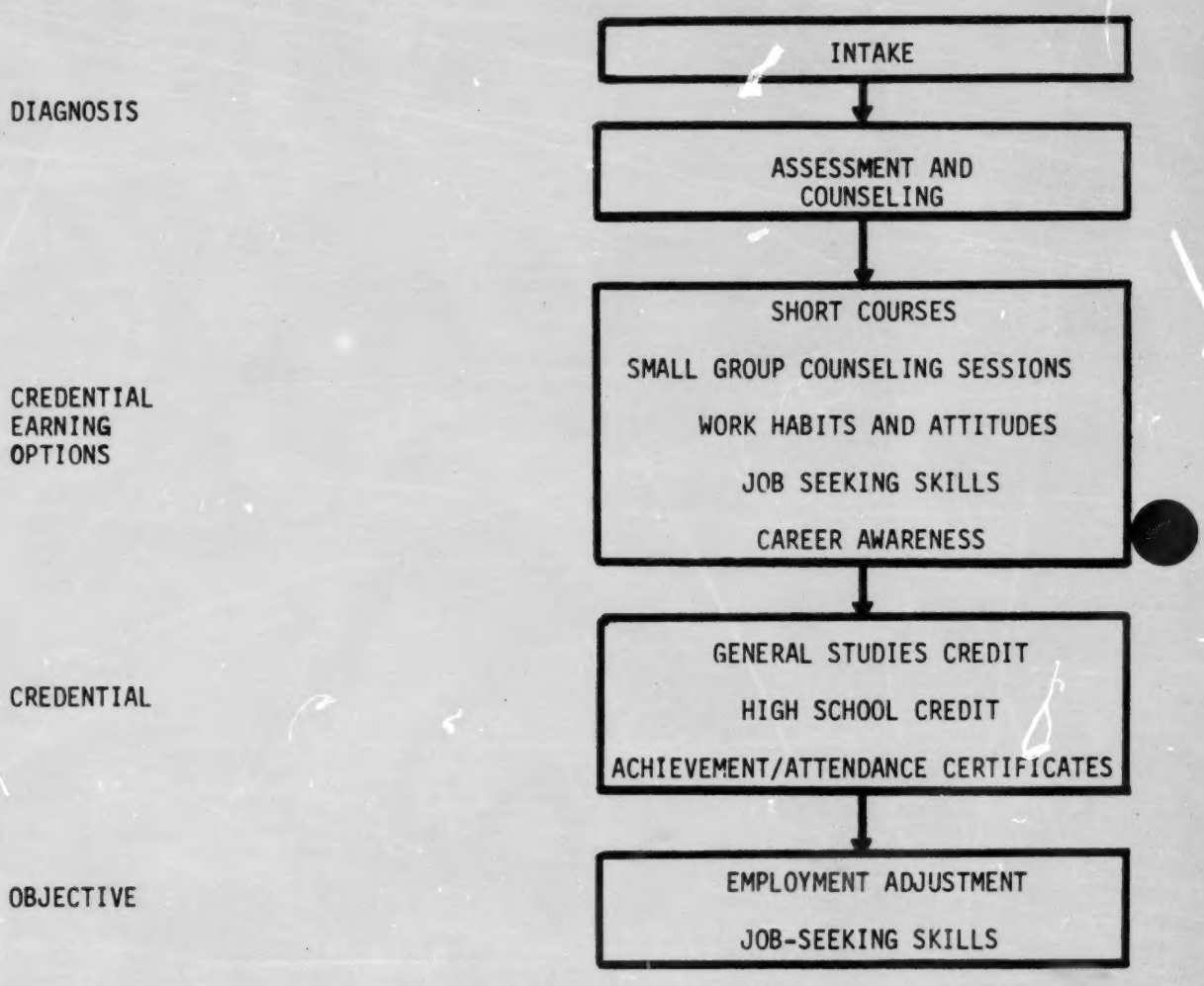
combination of the two. It often includes some values clarification and career awareness. This kind of training, being of particular importance to employment skills training activities clients, is quite flexible and open to the program operator for suggestions on content. Because it tends to be more structured, it generally has a definite starting and ending date rather than open entry. Because it is done in a short period of time, there are many sessions offered throughout the year, providing the opportunity for all clients to participate at some time during their training.

Counseling is an integral part of any pre-employment training. There should be a close, working relationship between the employment skills training activities program operator and adult education counselor in the delivery of this aspect of the program. Successful participation in the pre-employment training would lead to a certificate of achievement or attendance. In the community college adult education program, such a course may be approved for general studies credit. It may be eligible for high school credit in the public school adult education program. In either case, a grade would be issued and the course added to the student's permanent transcript.

The flowchart which follows displays the credential earning options which exist for pre-employment training.

PRE-EMPLOYMENT TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

Since pre-employment training is offered by the adult education center, the program operator must first identify the district offering an adult education program. Contact the Adult Education Unit of the Illinois State Board of Education for the adult center in the geographic area to be served. The following "how to" suggestions are offered for the program operator to obtain accredited pre-employment training.

- Identify the adult education center in the geographic area to be served.

- Contact the administrator of adult education to identify the contact person in the basic skills program, usually the director or coordinator of adult basic education.

- Establish effective communications with the local administrator of adult education.

- Determine if the clients require a course resulting in general studies credit, high school credit, or a certificate.

- Determine the best site for the training.

- Review the pre-employment training curriculum with the administrator of adult education and the instructional staff. Make recommendations for any additions,

deletions or modifications based on the clients' needs.

- If needed, offer pre-employment training in conjunction with basic or secondary level skills and vocational training.

- Visit some classes while in session.

- Negotiate a contract for instruction and other support services outlining all testing, placement, instructional services and reporting requirements.

- Provide specific evaluation information to the local adult education administrator and the administrator of the responsible area during the training period and following its completion.

- Assess the effectiveness of the pre-employment training by following up on the participant after job placement. Report back to the adult education administrator on the results of such follow-up.

- Become a member of the local adult education advisory council, if such a council exists.

D. Career Vocational Training

1. Description

Adult education centers may or may not offer vocational training at their regular site. Where it is not available at the center, the adult education administrator can usually work with another division or department to provide an alternative site. In the community college adult education program, coordination would take place with the administrator of vocational education within the community college. In the public school adult education program, coordination could take place with the administrator of vocational education within that district or with the administrator at the nearest area vocational center. The training provided through this coordination can greatly expand the variety of offerings available. Such training, however, also requires a certain level of academic skill before entering. A full program at this level would result in a specific degree.

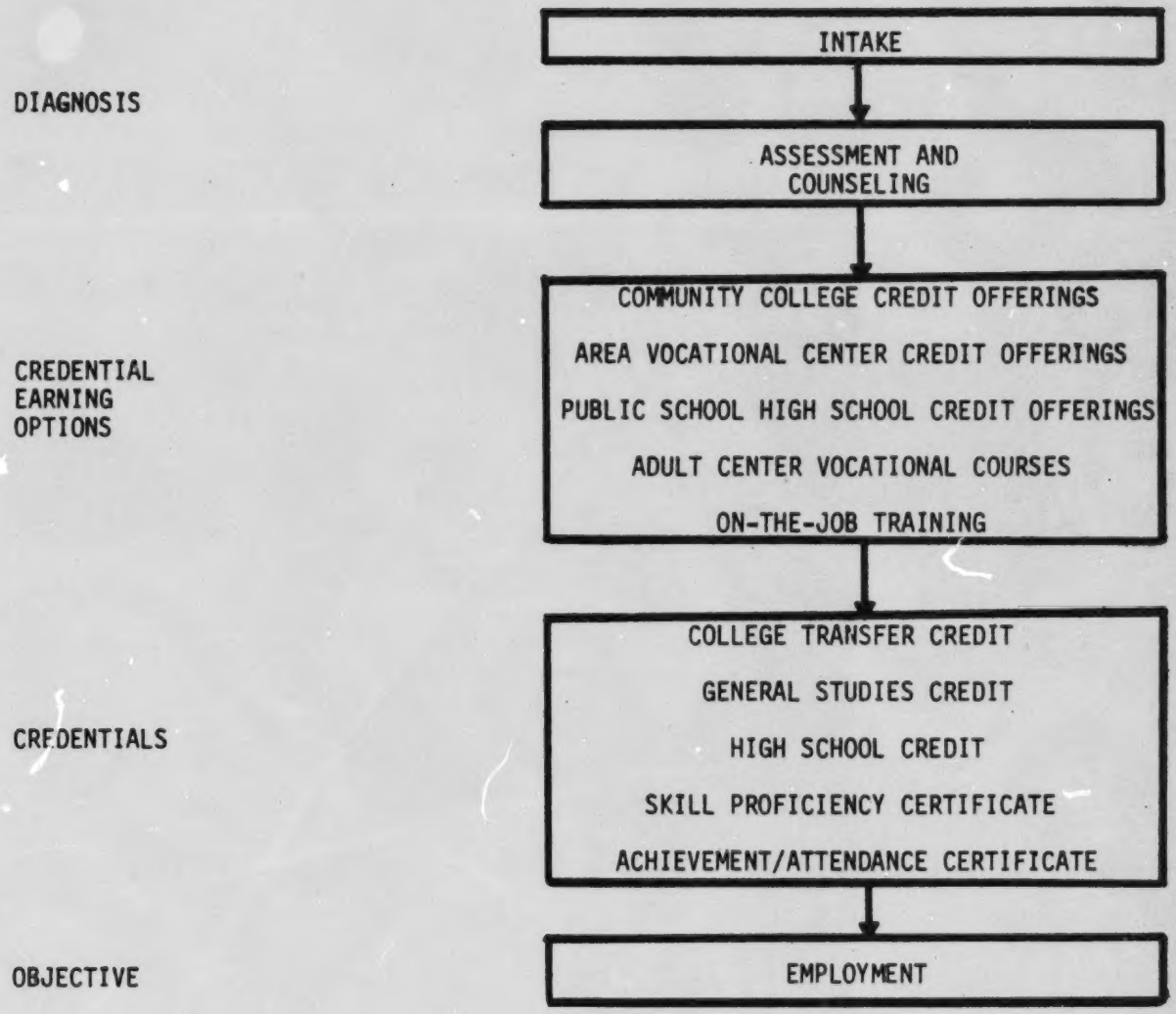
Vocational training through the adult education center is offered at the secondary level of instruction. Offerings vary from typing and office practices to auto mechanics, welding, machine shop, nurse's aide training, computer key punch, etc. The training may be offered for college transfer credit or general studies credit in the community college. In the public school adult program, the training could be offered for high school credit. Any credits earned would be indicated on the student's permanent transcript. In addition, any adult education center would offer skill proficiency certificates, achievement certificates or a certificate of attendance. Because most vocational training necessitates a more structured approach, there are fewer offerings available on an open entry basis. They

also tend to be offered in a regular classroom setting rather than on an individualized basis. There are a few exceptions to this, of course, such as an individualized typing program. The best source of information on specific offerings is the local program administrator. An important part of the vocational training is the inclusion of on-the-job training whenever possible. Such experience during or immediately following classroom training is invaluable for the client. On-the-job training might be included as a part of the course or separate from it. If separate, a certificate of achievement/attendance would be awarded.

The flowchart which follows displays the various credential earning options which are available for career vocational training in adult education centers.

CAREER VOCATIONAL TRAINING

PARTICIPANT FLOW



2. Places To Go and "How To"

The program operator should identify the local adult education center and work with the adult education administrator to identify all vocational training options available. Should the center not be able to offer the training directly, the adult education administrator could subcontract with another agency for training or refer the program operator directly to other resources.

The following "how to" suggestions are offered for the program operator to obtain accredited career vocational training.

- Identify the adult education center in the geographic area to be served by contacting the Adult Education Unit of the Illinois State Board of Education.

- Contact the adult education administrator to identify the contact person in the basic skills program, usually the director or coordinator of adult basic education.

- Establish effective communication with the local adult education administrator.

- Determine if the clients require courses resulting in general studies credit, college transfer credit, high school credit, a skill proficiency certificate or an achievement/attendance certificate.

- Determine the best site for the training.

- Review the offerings currently available in the program and negotiate the offering of other necessary courses.

- If needed, provide vocational training in conjunction with basic skills, English-As-A-Second-Language, G.E.D., or high school credit training.

- Visit some classes while they are in session.

- Negotiate a contract for instruction and other support services outlining all testing, placement, instructional services, and reporting requirements.

- Provide specific evaluation information to the adult education administrator and administrator of the responsible area during the training period and following its completion.

- Assess the effectiveness of the vocational training by following up on the participant after job placement. Report back to the local adult education program administrator and/or vocational program administrator on the results of such follow-up.

- Become a member of the local adult education advisory council, if such a council exists.

III. Recommendations

In order to offer the best service for the client, the employment skills training activities program operator should know what kind of training is needed by the client in order to become employable. The program operator must then identify the adult education program which can provide that training. If the needed training is not currently being offered, the program operator will want to explore the possibility of the adult center establishing such training. For each type of training some recommended alternatives are offered.

A. General

1. It is recommended that the program operator utilize the attached inventory lists to identify program offerings and credentials in the adult education program.

2. It is recommended that training be provided in short term, intensive courses whenever possible. When academic skills are needed, it is advisable to provide vocational training simultaneously. The only time you may need to provide academic skills first is when a specific functional level is required before participating in the vocational training.

3. On-going effective communications should be established between the adult center and employment skills training activities program through participation on each other's advisory councils.

B. Basic Skills, G.E.D., High School Credit

1. When possible, it is to the client's advantage to earn a diploma. If the client has a reasonable number of credits left to earn, the route of the high school diploma is recommended. If the client has earned only a few or no high school credits, it is more realistic to work toward a G.E.D. certificate.

2. It is recommended that certificates of achievement and/or attendance be available for all offerings.

C. Limited English Proficiency

1. Because of the importance of a high school diploma or its equivalent, it is recommended the limited English proficient client achieve the G.E.D. in his/her native language (Spanish or French).

2. The client should be awarded general studies credit, a skill proficiency certificate, or a certificate of achievement or attendance for participation in English-As-A-Second-Language or bilingual vocational education.

D. Pre-Employment Training

1. It is recommended that pre-employment training be offered on a short course, intensive training basis. It should include actual job searches and applications.

2. In order of priority, it is best for the student to receive high school credit, general studies credit, a

skill proficiency certificate, achievement certificate or attendance certificate for participation in pre-employment training.

E. Career Vocational Training

1. It is recommended the client's aptitude and interest be assessed before placement in any vocational training. Attempts should be made to provide training to match these aptitudes and interests.

2. When vocational training in the adult center is limited, it is recommended that cooperative efforts with other departments or agencies be employed to expand the number of training options.

3. In order of priority, it is best for the student to receive high school or community college transfer credit, general studies credit, a skill proficiency certificate, achievement certificate or attendance certificate for successful completion of vocational training.

ADULT EDUCATION CENTER CREDENTIALS CHECKLIST

Name of Adult Center: _____

Name of Program Administrator: _____

Credentials Available	Public School	Community College
Eighth Grade Equivalency Diploma		
High School Diploma Adult High School Diploma		
GED Certificate		
Skill Proficiency Certificate		
Certificate of Achievement		
Certificate of Attendance		
General Studies Credit		
Transfer Credit		

Name of Adult Center: _____

Name of Program Administrator: _____

EDUCATION & TRAINING AVAILABLE		YES	NO
Basic Skills:	Reading		
	Writing		
	Mathematics		
	Life Skills		
Limited English Proficiency:	ESL - English As A Second Language		
	GED Preparation - French or Spanish		
	Pre-employment Training		
	Bilingual Vocational Training		
High School Credit:	Requirements		
	Electives		
	Driver's Training		
	Life Coping Skills		
GED Preparation:	5 Test Areas		
	Constitution		
Pre-Employment Training:	Career Awareness		
	Work Attitudes/Habits		
	Job Seeking Skills		
Vocational Training :	Courses in Adult Center		
	Courses through Cooperative Arrangements		
	On-the-job Training		
	List Training Offered:		
Support Services:	Counseling		
	Bilingual Counseling		
	Child Care		
	Transportation		

PROPRIETARY SCHOOLS

may provide:	specific career training
may offer these credentials:	certificates of completion licensing registration (some offer degrees and credits, but most do not)
persons to contact:	director or owner of the school

For more detailed information, read the following pages.

PROPRIETARY SCHOOLS

I. Introduction

An important resource for employment skills training activities participants is proprietary schools. Many occupations such as cosmetologist, secretarial or clerical worker, truck driver, and computer programmer require training that is provided by specialized, privately owned schools. In addition, some hospitals provide L.P.N. and nurse's aide programs. Quite often state registration or licensing is required for employment in these fields, and specific standards have been established for course work and on the job training and experience. Even where licensing is not required, skills are well defined.

Discovering good proprietary schools for training in the occupations in which your participants wish to find employment may start with looking in the yellow pages of your local telephone directory or calling someone who is already practicing that occupation. In addition, there is the National Association of Trade and Technical Schools, 2021 K St., Washington, D.C., which can assist you in locating many kinds of training.

A. What Credentials Exist?

The proprietary school may already offer credentials. Certainly a license or registration is a preferred method of accrediting since this opens the door to employment. If this credential is not required, a certificate of completion is desirable. The certificate is even more valuable if it is competency based.

Because most proprietary schools do not expect their students to transfer to another school or go on for further schooling after completing their course of study, they may not provide any credentials other than licensing or certificates of completion even though their program of study lasts one or two years. If it is possible for them to break down their learning sequence into intermediate entities and offer certificates or credits for completion of segments of the program, this is desirable. This is especially desirable in health care or computer programming where the possibility of subsequent educational programs is strong. It may be possible for a participant to receive credit for beginning courses at a community college or in a nursing program without going through a College Level Examination Program or other credit for prior learning testing program. It is always easier to establish prior learning through a transcript of class or field work at a training institution than it is through non-traditional accrediting methods such as life experience credit and credit for prior learning. While more and more educational agencies are accepting these accrediting methods, there is still active resistance to them at a large number of educational institutions.

B. Why Give Credit?

In addition to the value of accrediting in establishing a base for further education, two reasons for accrediting in proprietary schools exist.

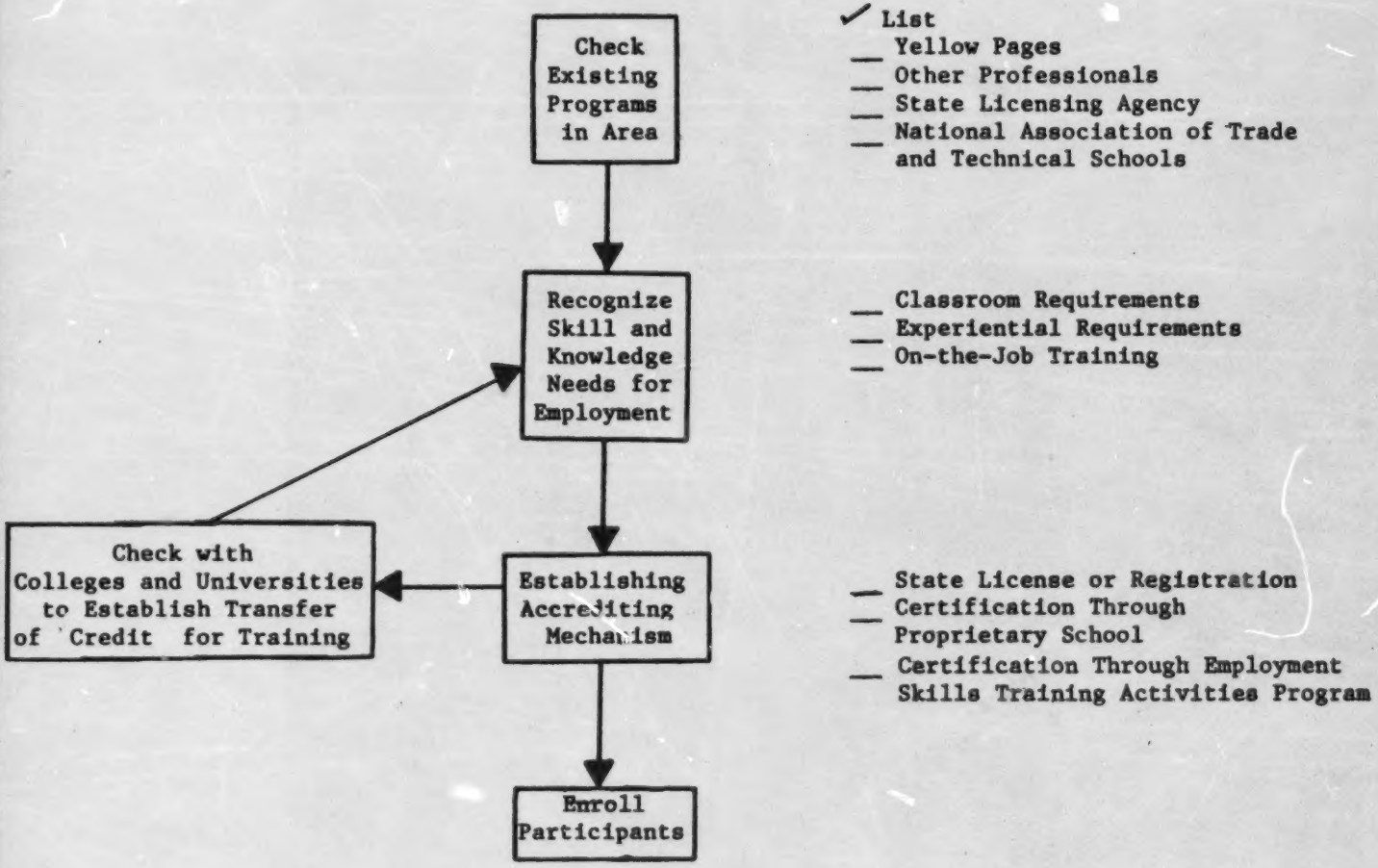
First, the credential provides a permanent record of achievement which the participant can present to employers and educational institutions in the future. Since licensing exams

and registration are conducted outside the proprietary school, it is possible for a participant to complete a program and not receive a credential unless a certificate or credit is awarded directly by the school. In some cases, in addition to the course of study at a proprietary school, an internship of field work is required before licensing. The certificate of completion is an important intermediary credential.

The second reason for accrediting is the boost it offers to the participant's self concept. Especially where licensing or registration leading to employment is not automatic upon completion of the course of study, the certificate of completion may be the only "pat on the back" for a job well done that the participant receives immediately. Since many participants have significant fears about taking tests, any method of boosting their self confidence is important.

The following chart illustrates the path for establishing programs in the proprietary schools.

USING PROPRIETARY SCHOOLS


Check Existing Programs in Area
✓ List
__ Yellow Pages
__ Other Professionals
__ State Licensing Agency
__ National Association of Trade and Technical Schools
Recognize Skill and Knowledge Needs for Employment
__ Classroom Requirements
__ Experiential Requirements
__ On-the-Job Training
Check with Colleges and Universities to Establish Transfer of Credit for Training
Establishing Accrediting Mechanism
__ State License or Registration
__ Certification Through Proprietary School
__ Certification Through Employment Skills Training Activities Program
Enroll Participants

D. Potential Problems and Suggested Solutions

1. If the proprietary school does not offer a credential, they may not be interested in cooperating with your efforts to establish a certificate. It will be necessary to convince them of the importance of a certificate to potential employers and for the self concept of the participant. It may also be beneficial to the proprietary school in enhancing its reputation.

2. If the skills required for employment have not been carefully delineated with minimum standards of acceptable achievement, this will need to be done in order to offer a competency based certificate.

II. How To Accredit Training

A. Proprietary Schools

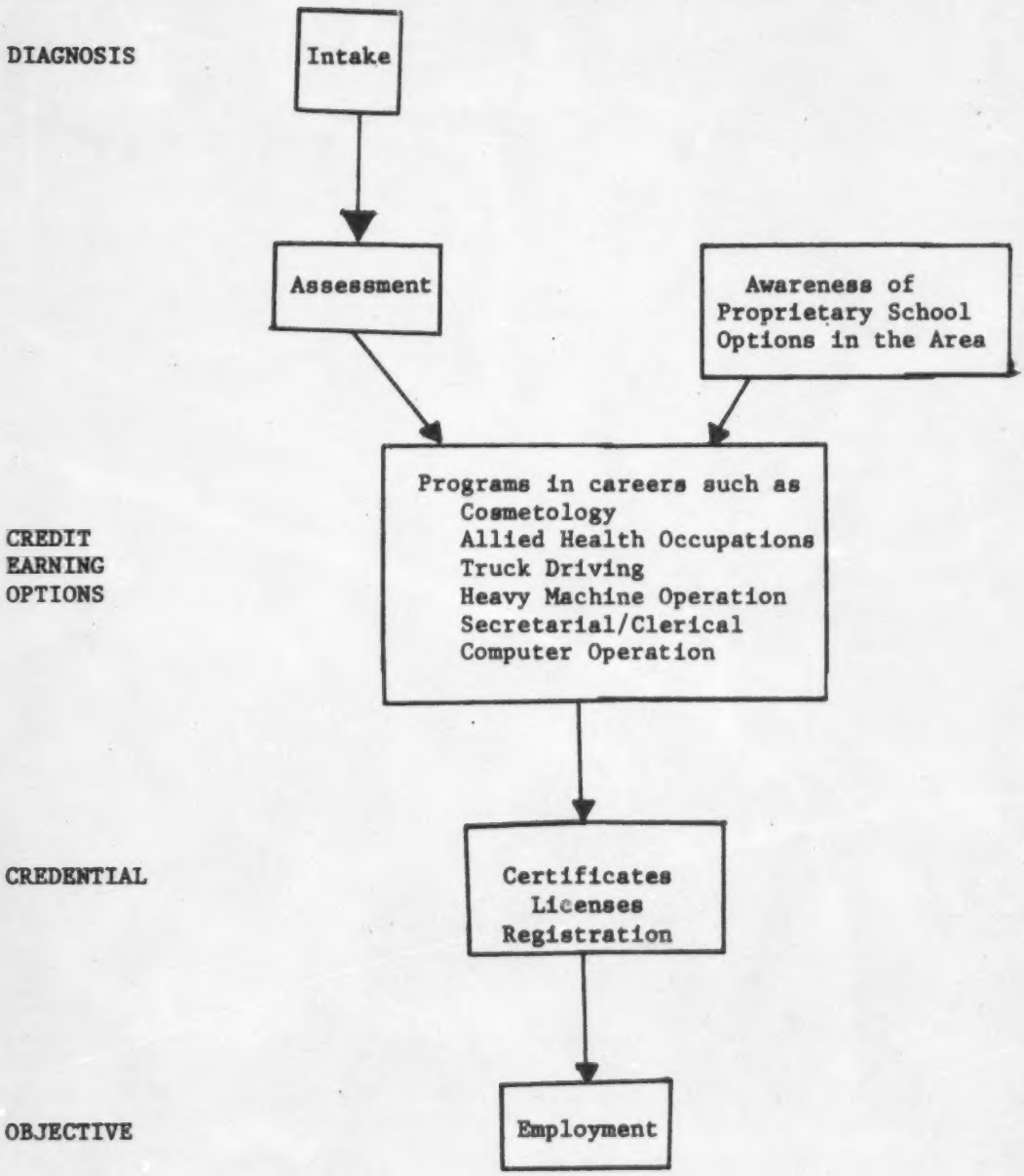
1. Description

First, it is essential to identify careers that are appropriate to the participant population you serve. This process will involve two way communication since some participants will have a clear idea of appropriate careers they can pursue and an accurate assessment of what skills and knowledge they possess or have potential to develop. When this part of the process has been completed, the employment skills training activities program should be able to operate as a broker between appropriate proprietary schools and participants. This necessitates an awareness of training vendors in the area and options to pursue when appropriate training is not conveniently available.

The following flow chart suggests accrediting options which exist with the proprietary schools.

PROPRIETARY SCHOOLS

PARTICIPANT FLOW



2. Places To Go and "How To"

Establishing a relationship with an individual proprietary school may be both an easier and a more difficult task than establishing relationships with other educational institutions.

- Easier because they are private vendors and interested in opening up new student markets. They will often approach you.
- Easier because they have a smaller, less complicated administrative structure than many colleges and schools, so you won't need to meet as many people to establish a linkage.
- More difficult because each one is different, so for each career area you will have to start the process from scratch.
- More difficult because standards vary and accreditation either doesn't exist or is not necessarily quality oriented, so determining which proprietary school offers the best training may be very difficult.

Generally, training programs in proprietary schools will already exist, so it is simply a matter of establishing relationships. It is rare that new programs will be created for employment skills training activities participants.

The following "how to" suggestions are offered for the program operator to obtain accredited training experiences with proprietary schools.

- Become familiar with proprietary schools in your area. Do your homework. Know what programs they offer, what kind of jobs their students get following completion of their programs, and what percentages of these persons are employed.

- Check with local employers or those in the career to help determine which schools can best meet the needs of your participants.

- Contact the National Association of Trade and Technical Schools in Washington D.C. to determine what member schools are in your area.

- Conduct intake and assessment procedures to identify the career areas in which you need training.

- Contact proprietary schools to arrange for participants to enter programs.

- Maintain feedback with proprietary school personnel.

- Consider options for further training or education following completion of the school's training program.

- Establish linkage, if possible, between proprietary schools and community colleges, four year colleges and universities and other institutions.

III. Recommendations

1. It is recommended that program operators work with the proprietary school administrator to establish training options that meet the specfic needs of participants as well as utilizing existing training programs.

2. It is recommended that the program operator work with the director of the proprietary school to establish appropriate credentials for special training. This may be a certificate of attendance or a competency based certificate.

3. It is recommended that the program operator be aware of what license or registration is appropriate for the training conducted by each proprietary school.

4. It is recommended that a certificate of completion be offered where no other credential is provided by the proprietary school.

COMMUNITY BASED ORGANIZATIONS

may provide:	work readiness career awareness training English-As-A-Second Language basic skills G.E.D. training alternative education programs for high school students (See Secondary School Section)
may offer these credentials:	academic credit in cooperation with the local high school or community college certificates of completion certificates of attendance competency based certificates
persons to contact:	director of community based organization local school superintendent educational service region superintendent community college administrator of career programs or community services

For more detailed information, read the following pages.

COMMUNITY BASED ORGANIZATIONS

I. Introduction

Some training programs are conducted by community based organizations which already have an established relationship with your participants. Not only do they know the problems of the group, but they have established a degree of trust with them. This is particularly true for adult basic education, G.E.D. training, and English-As-A-Second-Language. Some alternative education programs for high school age dropouts have been operated by community based organizations such as the Urban League.

After you have identified appropriate agencies to operate your program and discussed standards and operational issues with them, you will want to talk to area educational institutions. It may be possible to establish credit for the training programs, and the schools or colleges may have valuable information about standards, content, and curriculum. If the schools are reluctant to cooperate, check with the educational service region office for help. You will also want to work with the educational service region office on any G.E.D. training since they administer the G.E.D. exam.

If a large subcontract is involved, it may be necessary to issue a Request For Proposal, but in any case, appropriate community based organizations should have input into the planning process.

A. What Credentials Exist

The preferred credential in this instance will be some form of credit or a certificate of completion. Unless you have

established a link between the community based organization administering the program and a secondary school or community college, academic credit will not be a viable option. Nonacademic credit, also, should be established under the auspices of an accredited school or college. If these links are not possible, then a certificate of completion or a competency based certificate can be offered.

B. Why Give Credit?

Credit or some form of credential establishes a method for identifying what training experiences a participant has received. This is an important record to maintain for each participant. If unaccredited training is offered through a community based organization, it may be that no record will exist after a few months or years.

In addition, participants need some form of credential as an incentive for completing training and as an indication that they have been successful. This will help build a positive self-concept.

For some, accrediting training legitimizes it or at least makes it more important. For those in the community based organization as well as for those in the employment skills training activities program and for participants, making certain that the training is viewed seriously is important.

C. How Is Credit Earned?

Many community based organizations exist. Among those most commonly used by employment skills training activities programs to provide training are:

-The Urban League

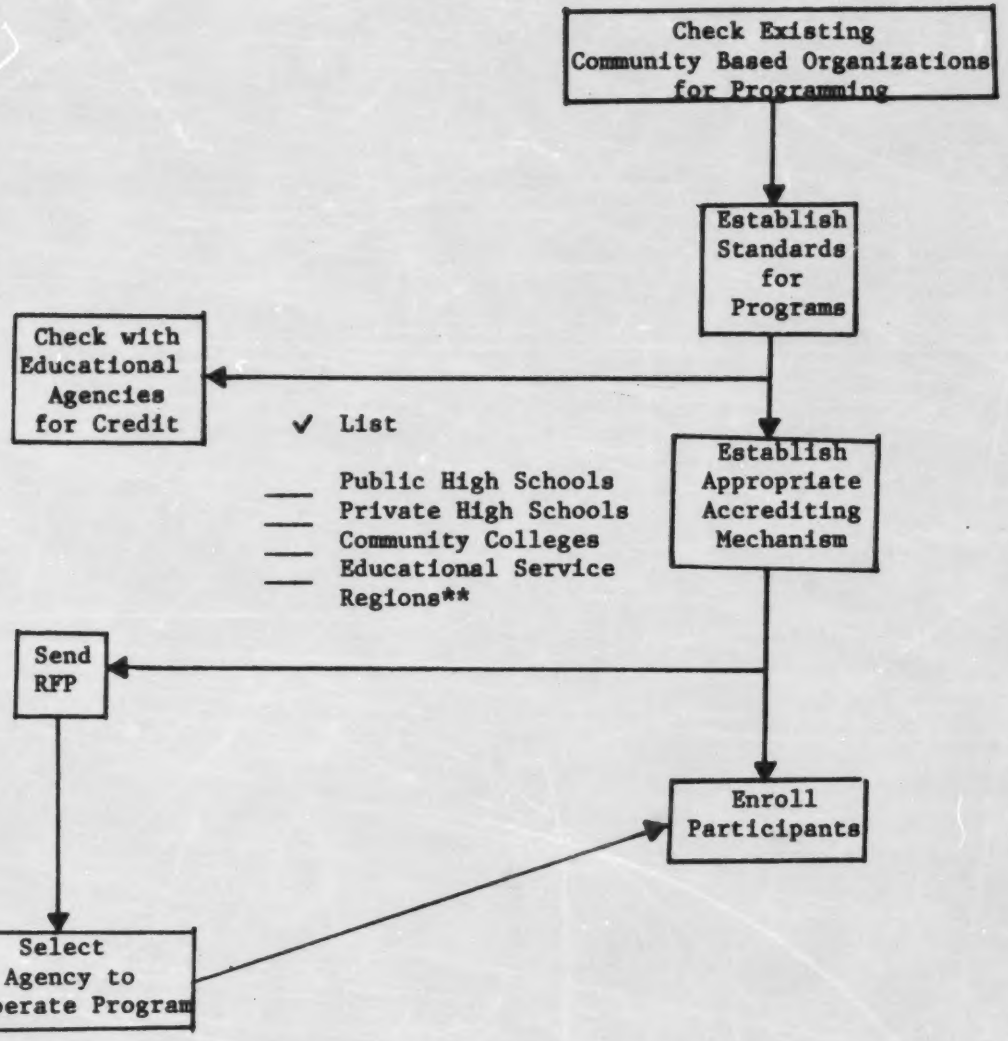
-Opportunities Industrialization Centers

-The Illinois Migrant Council

-Service Employment Redevelopment

The following flow chart illustrates the path to follow to obtain accredited training through community based organizations.

USING COMMUNITY BASED ORGANIZATIONS



✓ List

___ Establish Standards

___ Outline Curriculum

___ Identify Measurement Methods and Minimum Competencies

___ Academic Credit*

___ Non-Academic Credit*

___ Certificate of Completion

___ Competency Based Certificate

___ G.E.D.

* through a local education agency
** this agency conducts G.E.D. testing

D. Potential Potential Problems and Suggested Solutions

1. The educational agencies may not be willing to offer academic credit for basic education or English-As-A-Second-Language classes because the content level does not meet their standards. If this occurs, check first to see if there are options for nonacademic credit. If not, establish a certificate of completion.

2. It may be necessary to convince both the community based organization and the educational agency of the importance of a credential to potential employers and to the self-concept of the participant. Additionally, it is vital that some form of permanent record of the training exists.

II. How To Accredit Training

A. Community Based Organizations

1. Description

Training for non-English speaking people and people with very low basic skills is sometimes conducted by organizations that have already established rapport with these groups. In some instances these groups have already established programs for these people. The following options exist:

- English-As-A-Second-Language
- Basic skills
- G.E.D. preparation
- Work readiness training
- Career awareness
- Alternative school programs leading to a high school diploma.

In many of these instances academic credit (applying to a diploma or degree) is not appropriate, but some credential such as a certificate of completion or a competency based certificate should be awarded. The latter two credentials can be awarded without a formal linkage to a credit granting educational institution.

2. Places To Go and "How To"

Good linkages should be established with community based organizations prior to the onset of programming. By regularly comparing needs and program offerings, both staffs will be aware of possible cooperative training programs.

The following "how to" suggestions are offered for the program operator to obtain accredited training experiences:

- Make contact with key personnel in community based organizations.
- Establish training needs and program options through community based organizations.
- Contact the educational service region office for any G.E.D. training.
- Contact secondary schools for programs leading to a high school diploma.
- Coordinate efforts between educational agencies and community based organizations during planning phase.
- Establish standards for training curriculum, minimum competency, and measurement methods.
- Issue a Request For Proposal, if necessary.
- Review proposals and award subcontract.
- Enroll participants.
- Maintain feedback between community based organization, appropriate educational agency, and employment skills training activities program staff.
- Establish procedures for channeling those who complete G.E.D. and adult basic education programs into further training programs.

III. Recommendations

For each type of training, recommended accrediting alternatives are offered.

A. General

1. The program operator should work with the community based organization to identify which credentials can be established for training.
2. The program operator should establish linkage between the community based organization and local school or community college officials to establish academic credit where appropriate.
3. The program operator should develop and utilize an inventory list of innovative secondary school credit alternatives. (see page 152)

B. Career Training and Work Readiness

1. Academic or nonacademic credit should be offered if linkage to school or college can be established.
2. Certificate of completion or competency based certificate should be offered if credit cannot be arranged.

C. English-As-A-Second-Language

1. Certificates of achievement should be offered.
2. Community based organizations and program operators should establish appropriate testing measures for these programs.

D. G.E.D. Preparation and Adult Basic Education

1. Community based organizations and program operators should establish appropriate testing procedures for initial assessment and placement, as well as to establish the level of programs.
2. Certificates of completion should be offered.
3. Competency based certificates may be offered.

E. Alternative Schools

1. The program operator should review the section on alternative schools in this manual and follow related recommendations.

COMMUNITY BASED ORGANIZATIONS EDUCATIONAL CHECKLIST

Name of community based organization: _____

Name of program operator: _____

Ways of getting credit	Yes	No	Contact Person	Phone Number
Academic credit for alternative school program				
Non academic credit for work readiness, English-As-A-Second-Language, G.E.D., and Adult Basic Education programs				
Certificates of completion				
Competency based certificates				

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

APR 22 1983